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Tanzania Commission for Universities

Universities for Prosperity

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TCU issued
Guidelines for Online and
Blended Delivery Modes of
Courses for University
Institutions in Tanzania



CODED CORPORATE CULTURE STATEMENTS

1. We treat every individual with kindness, dignity and care; consider the thoughts and ideas of others inside and outside the Commission with a strong commitment to exemplary personal and institutional altruism, accountability, integrity and honor.
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6. We provide equal opportunities for all with equality of men and women.
7. We take charge of our choices and actions by showing maturity and not shift blame on others or take improper credit. We pursue excellence with diligence, perseverance, and continued improvement.
8. We demonstrate honesty in our communication and conduct while managing ourselves with integrity and reliability.
9. We anticipate and respond to each challenge with innovative solutions and passion.



Executive Secretary

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THE TCU Magazine is specifically targeted to TCU's stakeholders among others: Higher education institutions; students and graduates; parents/guardians; employees; investors in higher education; TCU staff; the general public; business partners; professional bodies; development partners; sponsors; employers; Ministries, Departments and Agencies (MDAs); trade unions; and the media.

Articles are reviewed by the TCU Magazine Editorial Board or by other external reviewers with expertise in the content of the article.

All submissions must be firmly based on experience or research and must be relevant to higher education issues.

Articles are reviewed for their quality, length, content, and applicability to the national and international readership.

Articles are accepted with the understanding that their content is the author's original work, not plagiarised, slanderous or libelous.

All statements of opinion and supposed facts in the TCU Magazine will be published under the

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All editorial contributions are published in English. If the language is other than English, an English translation shall accompany the article.

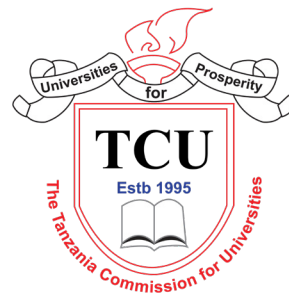
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**HER EXCELLENCY SAMIA SULUHU HASSAN,
PRESIDENT OF THE UNITED REPUBLIC OF TANZANIA**





Congratulations **ON A SUCCESSFUL YEAR**

The Commission, Management and all Staff of the Tanzania Commission for Universities (TCU) congratulate the President of the United Republic of Tanzania, Her Excellency Samia Suluhu Hassan for marking remarkable one year of presidency with great success in the education sector.

TCU will continue to support the efforts of President Samia in bringing about the country's development by promoting accessible, equitable, harmonised and quality university education systems that produce nationally and globally competitive outputs.

Universities for Prosperity

MESSAGE FROM THE EXECUTIVE SECRETARY



PROF. CHARLES D. KIHAMPA

IT is an absolute pleasure to welcome you to the *Sixth Issue* of the TCU Magazine. The Magazine is released biannually. My sincere appreciation and congratulations to the Magazine's Editorial Board for their tireless efforts and passion in accomplishing this task. Likewise, a word of appreciation to all those who spared time and energy to write the articles and to our esteemed readers.

We continue to share information, knowledge and news about the higher education sub-sector with stakeholders and the public through our issues of this Magazine.

I am delighted to announce that in February 2022, the Tanzania Commission for Universities (TCU) issued Guidelines for Online and Blended Delivery Modes of Courses for University Institutions in Tanzania.

Evidence shows that the use of various Information and Communication Technologies (ICT) in universities in Europe and America has improved students' learning performance, reduced students' dropout rates, and has increased students' satisfaction with offered courses. Higher Education Institutions in Tanzania have also been adopting them in a bid to gain similar benefits as their counterparts elsewhere.

However, the context of Tanzania is different and institutions face different challenges from those faced by Western institutions. As a result, the adoption and implementation of these systems do not guarantee that institutions will enjoy similar benefits as those institutions in the developed world.

Indeed, due to several challenges, previous studies that have revealed that contextual factors such as low internet connectivity, shortage of computers, and lack of electricity have brought a lot of scepticism about the quality associated with programmes that are offered through online/blended modes.

Therefore, in order to ensure that online/blended programmes offer quality instructions that meet the required standards, the whole process of delivering courses needs to be monitored and guided. As online and blended delivery modes continue to grow and diversify, the need to ensure that these new forms of delivery support rather than reduce the value, quality and validity of higher education are important.

The guidelines have been developed in response to the need for online and blended delivery of education in higher education institutions in Tanzania to ensure academic standards are maintained across all courses offered by university.

It is expected that university institutions will comply with these guidelines in all aspects to ensure that the education offered meets the standards irrespective of the mode of delivery used.

Last but not least, I wish you a pleasant reading of this Issue. The Magazine is also accessible online on the TCU website (www.tcu.go.tz). I invite you to explore our website and learn more about all we have to offer.

It is expected that university institutions will comply with these guidelines in all aspects to ensure that the education offered meets the standards irrespective of the mode of delivery used.

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UNION ANNIVERSARY



**The Tanzania Commission for Universities (TCU)
congratulates the President of the
United Republic of Tanzania,**

HER EXCELLENCY SAMIA SULUHU HASSAN

**and the President of Zanzibar and the Chairman of
the Revolutionary Council,**

HON. DR. HUSSEIN ALI MWINYI

**on the commemoration of the 58th Anniversary of
the Union between Tanganyika and Zanzibar.**

**TCU will continue to perform its statutory
functions for university education and contribute
to the development of
Tanzania mainland and Zanzibar.**

OUR ESTEEMED CUSTOMERS AND STAKEHOLDERS, YOU ARE THE REASON WE STRIVE FOR EXCELLENCE

Thank you for your
cooperation and
support.

Prof. Charles D. Kihampa
TCU EXECUTIVE SECRETARY





HIGHER EDUCATION, SCIENCE AND TECHNOLOGY EXHIBITIONS



**The Tanzania Commission for
Universities (TCU)
welcomes you to
the 17th Higher Education,
Science and Technology
Exhibitions which will be held
from **July 18th to 23rd, 2022** at
Mnazi Mmoja Grounds in
Dar es Salaam.**

Editorial *note*

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Invitation

This Magazine highlights issues in all spheres of university education. It is open to contributions from the readers to make it livelier. We, therefore, invite you all!

We also welcome suggestions and comments from our readers on how to improve this magazine.

You are most welcome!

Dear Reader,

THE TCU Magazine's Editorial Board is delighted to welcome you to the Sixth Issue of TCU Magazine. The Magazine is released biannually. It is an ideal tool for providing our stakeholders and the public with knowledge about university education in Tanzania and abroad.

The Magazine comprises significant progress, information and remarkable initiatives and a wide range of articles to keep you updated, motivated and educated.

Our heartfelt gratitude goes to our esteemed readers for reading our Magazine. We are indeed grateful to all those who contributed in preparing this Issue and urge all stakeholders and our esteemed readers who have educative articles, constructive comments and suggestions to share with us without hesitation.

Send in your articles or comments/suggestions to:

Executive Secretary,
Tanzania Commission for Universities,
P.O. Box 6562,
Dar es salaam.

E-mail: es@tcu.go.tz

Book

THE Tanzania Commission for Universities (TCU) is mandated through Section 5(1)(o) and (p) of the Universities Act (Chapter 346 of the Laws of Tanzania), to establish and maintain a University Qualifications Framework (UQF). The University Qualifications Framework is an instrument for the development and classification of university-level qualifications offered by various higher education institutions in the country. The University Qualifications Framework aims to integrate university-level education and training into a unified structure of recognised qualifications.

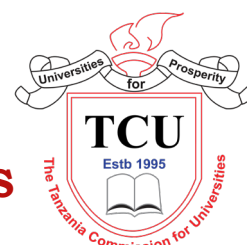
The different challenges of society today can rarely be addressed if each subject or programme stood on its own. Indeed, the need for individuals trained in a variety of disciplines has proven to be true, as the nature of socio-economic challenges of today calls for graduates with the diverse educational background and skills necessary to address these challenges as they occur.

Previously in the academic landscape in Tanzania, the content of most educational programmes was often driven by specialised programmes without utilising a multidisciplinary approach. This has led to the production of graduates who often think within their disciplines and are sometimes unable to link several things and developments in order to produce a result that moves the development agenda forward. It is in this context that 10 years ago, TCU in collaboration with higher education stakeholders developed the University Qualifications Framework to promote multi-disciplinary and inter-disciplinarity in the academic setting.





THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
TANZANIA COMMISSION FOR UNIVERSITIES



PUBLIC NOTICE

HONORARY DOCTORATE DEGREES

The Tanzania Commission for Universities (TCU) wishes to remind its stakeholders and the public that honorary degrees in Tanzania are conferred by accredited and registered university institutions as per the provisions of the Universities Act, Cap. 346 of the Laws of Tanzania.

Similarly, honorary degrees conferred by foreign institutions in the foreign countries are recognised by TCU only when such institutions are accredited and recognised by regulatory authorities of the respective countries.

Be further reminded that the Universities Act, Cap. 346 of the Laws of Tanzania and Universities (General) Regulations, G.N. No. 226 of 2013 provide for the procedures for foreign institutions wishing to operate in Tanzania.

Therefore, it is an offence to run university academic activities, including conferment of academic and other awards in the United Republic of Tanzania, without approval from the Commission.

The public should be aware of such institutions and verify the recognition of university institutions in Tanzania through the list of recognised universities available on TCU website www.tcu.go.tz before transacting with any foreign or local universities.

Issued by:

Prof. Charles D. Kihampa

EXECUTIVE SECRETARY



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regulatory, supportive and advisory
functions for university education in
Tanzania

You can also visit our website

www.tcu.go.tz 

TCU issued Guidelines for Online and Blended Delivery Modes of Courses for University Institutions in Tanzania



TCU Executive Secretary, Prof. Charles Kihampa

By Correspondent

THE Universities Act, Cap. 346 of the Laws of Tanzania mandates the Tanzania Commission for Universities (TCU) among other things, to coordinate proper functioning of all university institutions in Tanzania so as to foster a harmonised higher education system and regulate quality aspects.

In order to ensure that the unified higher education system does not compromise institutional context and autonomy, the university has the legal right to operate under its own Charter, granted by the President

of the United Republic of Tanzania (in case of Mainland Tanzania) and President of Zanzibar (for the case of Tanzania Zanzibar) after having been processed through the Commission.

In executing its mandates, from time to time, TCU issues standards and guidelines on various aspects related to the provision of university education in the country. This is necessary in order to ensure that the education provided is up to date and meets national, regional and international standards.

The TCU Executive Secretary, Prof. Charles Kihampa said the growth in Information and Communication Technologies (ICT) has resulted into challenges and opportunities in the teaching and learning processes. Universities around the world are devising modes of teaching, learning and assessment which are flexible, more accessible and more amenable to innovations in improving learning processes through online/blended delivery modes.

He noted that universities around the world have adopted online/blended mode to attract more students, increase institutional reputation, and attract research funding and new partnerships compared to those that relied only on the face-to-face delivery.

“The adoption of online/blended mode has enabled universities worldwide in improving students’ learning, widen access to education and reduce the number of students’ dropouts,” he said. Adding, the onset of emergencies such as the COVID-19 pandemic that are limiting human to human contact and the development of ICT, has increased the sense of urgency of higher learning institutions to adopt online technologies which can ensure continuity of programme deliveries.

Prof. Kihampa said visits to university institutions in Tanzania have shown there are some developments in Information and Communication Technology (ICT) that if improved can support online teaching and learning of courses. Evidence has further shown that institutions and the student community are open to embrace ideas that may bring development to the country.

Despite these benefits, there has been a lot of scepticism about the quality associated with programmes that are offered in online/blended modes. The most critical discussion is more often based on the dichotomy of traditional versus online programmes, a dichotomy that treats all online models as similar and ignores blended approaches. To ensure that online/blended programmes offer quality instructions that meet required standards, the whole process of delivering courses needs to be monitored and guided.

Prof. Kihampa said TCU has found it necessary to develop these guidelines to guide

the development, delivery and assessment of courses through dual or blended and virtual delivery modes in university institutions in the country. The guidelines are important in addressing the current trend of various programme delivery modes and the need to ensure that education offered meets national, regional and international labour market requirements.

The guidelines will enable universities to expedite

the facilitation and development of materials for online training to ensure that teaching and learning are ongoing even in situations where face-to-face delivery mode is unlikely to happen.

Prof. Kihampa said these guidelines shall apply for both undergraduate and postgraduate programmes unless stated otherwise in specific sections. The guidelines cover only online or blended delivery of programmes. Other issues not related to delivery such as admission, certification and graduation are covered by University regulations, and standards and guidelines

These guidelines shall apply for both undergraduate and postgraduate programmes unless stated otherwise in specific sections. The guidelines cover only online or blended delivery of programmes. Other issues not related to delivery such as admission, certification and graduation are covered by University regulations.

for University Education in Tanzania.

Prof. Kihampa further explained that the process of developing the guidelines involved a number of stages. This includes review and analysis of relevant literature and conducting a situational analysis of university institutions in the country to establish their capacity to offer courses through online mode.

In order to ensure that views of various stakeholders form part of the guidelines, semi-structured interviews were conducted with Quality Assurance Officers, Deputy Vice Chancellors, Heads of ICT Units, and Systems Administrators from more than 10 university institutions in the country.

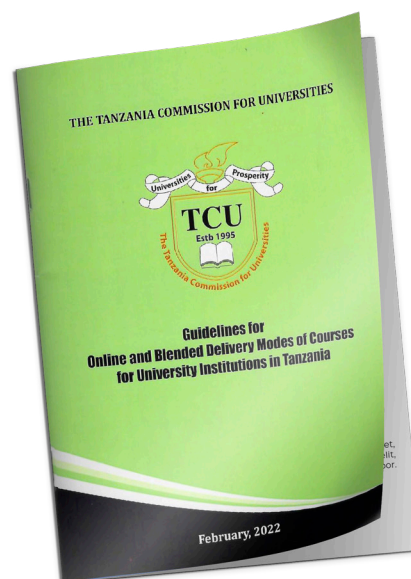
The interviews were intended to collect information on various aspects such as ICT investments including human capacity in ICT; bandwidth, standby power supply, and internet facilities and software to support online/blended teaching and learning. In addition, an assessment of challenges that university institutions face in integrating ICT in teaching and learning was conducted and the mitigating factors that can be used to overcome those challenges were identified.

Furthermore, benchmarking to learn best practices in online and blended teaching and learning in university institutions was conducted. Four Professional Bodies, namely Engineers Registration Board, Architects and Quantity Surveyors Registration Board, Medical Council of Tanganyika, and Tanzania Nursing and Midwifery Council were involved in the development of the guidelines.

The draft guidelines were subsequently shared with all university institutions in the country for the purpose of gathering inputs on the same from a wide range of stakeholders with a

view to ensuring quality education is maintained irrespective of the delivery mode used.

Comments and suggestions received were incorporated in the draft guidelines. The draft guidelines were further shared with the Committee of Vice Chancellors and Principals/Provosts in Tanzania (CVCPT) for the purpose of gathering inputs from the Committee.



The guidelines support the development of flexible learning opportunities using online and blended delivery methods, for access to higher education while ensuring the developed courses meet the national, regional and international market requirements. They establish a range of criteria that can help quality assurance bodies within universities assess online and blended programmes before they are submitted to TCU for accreditation.

The guidelines consist of a broad suite of themes for quality assurance and are categorised into eight areas, namely; programme and course delivery, teaching and facilitation, learning resources, human resources, technology, course assessments, support services and monitoring and evaluation.



Universities for Prosperity

Each stakeholder in higher education has a unique role to play. Ours is to regulate, support and provide advice on university education and contribute to the economic growth of our nation.

Together we will steer university education towards excellence!



THE GROWING IMPETUS OF FEE-FREE EDUCATION FROM PRIMARY TO ADVANCED SECONDARY SCHOOLS: A CALL FOR MORE INVESTMENT IN HIGHER EDUCATION

By Correspondent

THE Tanzanian government has been very keen in ensuring that its citizens have access to quality education to better position the country towards attaining the developmental goals set in the National Development Vision 2025.

This aspiration is also intended to ensure that Tanzanian students receive quality education in order to prepare human resource with the required expertise that meets the needs of the national, regional and international job markets and for stimulating national socio-economic development.

In that regard, years ago, the Tanzanian government introduced community-based primary schools, famously known as “Shule za Kata”. The introduction of these schools aimed at ensuring access

to education is available even to children who would otherwise not have had the opportunity of attending school elsewhere in the country.

Meanwhile the government has continued to emphasise compulsory enrolment into primary education for all school age children. This has enabled the country to almost achieve universal primary school enrolment and correspondingly led to an increase in secondary school enrolment. Hence, prompting efforts to construct more community based secondary schools in each ward throughout the country.

In the quest to increase more access to basic education, in November 2015, the government introduced a system of fee-free basic education; a move that has enabled even pupils from less economically endowed families to attend school.

Since then the government has made tremendous efforts to ensure that children in Tanzania have access to quality education. The recent government plan to abolish fees for A-level students starting

next financial year, is a continued effort to ensure free and quality education for all, particularly impoverished, orphaned and vulnerable children.

Finance and Planning Minister, Hon. Dr. Mwigulu Nchemba (MP) announced the government's decision while presenting the National Budget for 2022/2023 in the National Assembly in Dodoma on June 14, 2022.

"I propose fee-free education for students in Form Five and Six as directed by President Samia Suluhu Hassan. Fee-free education would be from primary to advanced secondary schools," he stated.

The Minister revealed that currently, the number of Form Five and Form Six students is 90,825 and 56,880, respectively with financial demands of 10.3bn/-, assuring that the government was ready to foot the cost.

"Once the economic situation allows, the government is also planning on how to incorporate technical colleges in the programme," he noted.

Dr. Nchemba said the government is considering setting up a special window worth 8bn/- through the Tanzania Social Action Fund (TASAF), to support dropouts from needy families.

He further said in the 2022/2023 fiscal year, the government will implement the Higher Education for Economic Transformation (HEET) Project worth 425 million US dollars, equivalent to 990bn/-.

According to the Minister, the project entails the construction of university infrastructures in existing universities and new colleges for Lindi, Kagera, Rukwa, Katavi and Manyara regions.

"The project will also finance the completion of the Institute of Marine Sciences Zanzibar and the construction of a new Information and Communication

Technology (ICT) centre in Dodoma," stated Dr. Nchemba while presenting the 2022/2023 national budget.

Speaking to our Correspondent recently, the Executive Secretary of the Tanzania Commission for Universities (TCU), Prof. Charles Kihampa said the fee-free education from primary to advanced secondary schools has a direct impact on the increasing demand for higher education access in the country.

According to data compiled by TCU in the academic year 2020/2021 there was a 64.6 percent increase in the number of undergraduate students admitted into higher education institutions, which increased from 65,064 in 2015/2016 to 100,620 in 2021/2022. This is still a minimal higher education enrolment expansion rate compared to the country's population size.

And, so Prof. Kihampa said with a system of fee-free education from primary to advanced secondary schools being operational as well as the on-going construction of additional community based primary and secondary schools to accommodate the increasing number of students, there is an urgent need to increase investment in higher education in order to expand the national higher education enrolment capacity.

With a population of nearly 60 million people, currently Tanzania has only 47 university institutions as of June 30, 2022 of which 19 are public and 28 are privately owned. Therefore, there is an urgent need for investors to seize the opportunity to invest more in establishing new higher education institutions in the country as well as expanding and consolidating the existing ones in order to enable the country to meet the growing national higher education access demand.

A similar concern was raised by the Prime Minister Hon. Kassim Majaliwa (MP) during the opening ceremony of the 14th

Higher Education, Science and Technology Exhibitions held on July 16, 2019 at Mnazi Mmoja Grounds in Dar es Salaam. The Premier's concern was on incomparable levels on enrolments between our higher education institutions and those of our neighbours in the East African Region with Tanzania trailing behind other member states

Therefore, Hon. Majaliwa challenged higher education institutions in the country to advice strategies to enhance student enrolment expansion in the country in order to foster Tanzania's industrial economy to strive as envisaged by the government.

It is also imperative to ensure that investment in higher education in the country proceeds in tandem with maintenance of the quality of education being provided. This should focus on the provision of adequate physical resources and strong institutional management and governance structures in accordance with the standards and guidelines set by the Commission.

The TCU Executive Secretary, Prof. Charles Kihampa made the assurance that TCU will play a key role of assuring the quality of education offered by university institutions in the country meets national, regional and international standards.

He asserted that it is quality higher education that will lead to production of a knowledgeable and skilled generation of young people needed to sustain industrialisation and improved livelihood of our country's citizens.

"There is need to invest more in higher education and to articulate appropriate strategies for enhancing quality management and improved leadership systems in our country's higher education sub-sector," he said.

Prof. Kihampa further stressed on the fact that having 28 privately own university institutions in the country against 19

public ones is a clear indication of the government's commitment to partner with the private sector as a key player in the expansion of the nation's higher education enrolment capacity.

"TCU as a strategic institution supporting the development of the higher education sub-sector in the country will continue to foster partnership with the private sector through the provision of support to privately owned university institutions in addressing challenges facing them to ensure that they remain key players in the provision of higher education in the country," he assured.

Giving historical background to the liberalisation of higher education in the country, Prof. Kihampa observed that political and socio-economic reforms that were initiated in the 1990s enabled the private sector to participate as a key player in the provision of higher education in the country.

According to him, as the result of those reforms, in 1996 private university institutions started to emerge in Tanzania, which subsequently contributed to exponential expansion of higher education enrolment in the country.

Prof. Kihampa observed that such expansion of higher education enrolment capacity needs to be undertaken while ensuring that the students being admitted into university institutions have adequate and valid entry qualifications and that university institutions admitting them are credible and maintain the quality and relevance of their programmes to nationally and internationally acceptable standards.

"The Commission will continue to put more efforts towards assuring the quality of education offered by universities in the country, strengthening of the quality assurance systems in universities and supporting the universities in various operational matters," he said.

APPOINTMENT



*Mr. Buyamba Mkina Kassaja
TCU Director of Corporate Services*

We are pleased to announce to stakeholders and the public that, Mr. Buyamba Mkina Kassaja has been appointed as the Director of Corporate Services at TCU with effect from January 31, 2022.

The main objective of the Directorate of Corporate Services is to provide technical advice on efficient and effective coordination of all matters on planning, research, finance, human resources and administration.

Mr. Kassaja is a professionally qualified Accountant and Human Resources Expert with senior-level experience in Accounting, Finance, Planning, Human resources and Administration. He holds a Master in Business Administration (Finance), Bachelor of Public Administration, and is a Certified Public Accountant (CPA). He has a vast working experience of 20 years in both private and public sectors at national and international levels.

Prior to his current post, at different times, he was a Manager of Human Resources and Administration at Tanzania Cashewnut Board (TCB); Mzinga Corporation; and Tanzania Employment Services Agency (TAESA). He has also served as Senior Accountant at Dar es Salaam Development Corporation (DDC).

Also, he served as a National Technical Advisor – Capacity Building of the Urban Local Government Strengthening Programmes (ULGSP) at the World Bank Group –Tanzania; Business Manager at Mtwara Urban Water Supplies and Sanitation Authority (MTUWASA); and Operations Manager at Admedia (T).

***On behalf of the TCU Community, the TCU Management wishes
to congratulate him for this appointment.***



Minister for Education, Science and Technology,
Hon. Prof. Adolf Mkenda

WRITE PROJECTS TO SOLICIT FUNDS: MINISTER URGES UNIVERSITY DONS

By Correspondent

PUBLIC university dons have been challenged to write project proposals to solicit funds to help the development of their institution, instead of solely depending on government funds.

The call was made by the Minister for Education, Science and Technology, Prof. Adolf Mkenda on March 9, 2022 when he was opening the 2022 International Conference on Pursuing Knowledge Frontiers for Land Management and Climate Change Adaptation for Sustainable Development, organised by Ardhi University (ARU).

“Many universities around the world

don’t depend much on their governments because their professors regularly write proposals and get funds, which help the development of their universities,” he said.

Prof. Mkenda said universities are supposed to provide a conducive environment to enable their professors to fulfil research tasks, instead of discouraging them.

Minister Mkenda commended ARU for conducting researches that enabled the institution to produce various products from waste materials.

“I commend you for this achievement, you have managed to build a relationship with many universities abroad and Swedish International Development Cooperation

Agency (SIDA), which has helped many of our people get scholarships to conduct researches and study in Sweden,” he said.

ARU's Deputy Vice Chancellor, Academic Affairs, Prof. Gabriel Kassenga said the conference brought together different research stakeholders to digest the research which was conducted by ARU between 2017 to 2022 in collaboration with the Swedish University of Agricultural Sciences and Chalmers University of Technology.

According to him, the three-day conference aimed at sharing research findings amongst researchers from universities, research institutions, practitioners, policymakers and the industry.

"Climate change mitigation is a duty we cannot shy away from as a nation and by extreme weather patterns seen in recent years, the sooner we act, the better. Tied to it is a proper land planning and management for our society to leapfrog from inadequacy to prosperity," he said.

Evidence from other countries and studies by various scholars on issues of development show that being proactive through research and resultant action is the way to go rather than being reactive. For, this saves not only the devastating impact but also resources.

In his presentations on land management, environment and climate change, Prof. Wilbard Kombe said the economic, social, environmental and

political future of Tanzania depends to large extent on what knowledge is and will be available to address the increasing practical and conceptual challenges confronting land, the built environment and climate change locally and globally.

He said as guardians of knowledge, advisors of governments, seedbeds for future leaders of the nation and innovators of solutions to societal problems, academicians should not be reactive but proactive.

Prof. Kombe said there is much to be done proactively by universities such as research but communities and individual citizens also have a role to play by reducing greenhouse gas emissions and embracing land planning and management.

He further said that land is a fundamental asset upon which our life, socio-economic and environmental wellbeing are built, adding that the 17 Sustainable Development Goals adopted by the United Nations in 2016 directly address these three issues, with land lying at the center.



The Minister for Education, Science and Technology, Prof. Adolf Mkenda listens to Head of Environment Science and Management Department at Ardhi University (ARU), Dr. Nyangi Chacha, during a three-day workshop organised by the institution and the Swedish International Development Cooperation Agency (SIDA) in Dar es Salaam.



TCU UNVEILS CREDIT ACCUMULATION AND TRANSFER PROCEDURES FROM FOREIGN UNIVERSITIES TO UNIVERSITY INSTITUTIONS IN TANZANIA

By Dr. Kokuberwa Katunzi-Mollel

SECTION (5) (1) (f) of the Universities Act, Cap. 346 of the Laws of Tanzania provides the Tanzania Commission for Universities (TCU) mandate to establish transfer procedures

for students wishing to transfer from one university to another and from one programme to another. Thus, Credit Accumulation and Transfer procedures are well articulated in Standards and Guidelines for University Education in Tanzania.

The stated guidelines apply to undergraduate and postgraduate students who intend to transfer their credits acquired from international/foreign Higher Education Institutions into any approved programme in university institutions in Tanzania. The guidelines describe how the credits obtained by the students from local or foreign university institution can be used by a university institution in Tanzania to assess student's academic progress.

Credit Accumulation and Transfer procedures facilitate the recognition of credits of learning and allow learners mobility across institutions, levels and types of qualifications by minimising duplication of learning. In theory, Credit Accumulation and Transfer Procedures allow learners to gain a qualification having undertaken study at different places and in different learning contexts provided that the learning outcomes can be properly validated and assessed by a receiving institution.

There has been an influx of continuing students in the quest to transfer Credits acquired in foreign Universities to local institutions owing to the outbreak of the COVID-19 pandemic and other reasons. But a lack of awareness of appropriate procedure for transfer of credits to local institutions for both returning students and Receiving Institutions has been a

challenge. It is from this view that TCU issued procedures to facilitate processing of credits accumulated in foreign institutions and admission of respective students in Tanzanian higher education institutions.

On one hand, the Credit Transfer Procedure guides parents, guardians and the students on the requirements for the transfer of credits accumulated in foreign institutions. On the other hand, it guides institutions on how to receive, evaluate and process requests to transfer credits of returning students at any level of studies (i.e. Non-degree, Undergraduate and Postgraduate).

1.0 Principles of Credit Transfer

As stated in regulation 46 of The Universities (General) Regulations, 2013 GN No.266 of 2013 that 'students transfer between universities or programme in the same university is permissible, provided that the universities shall comply with the set conditions'; these procedures are therefore, meant to allow and facilitate such mobility of students between institutions and programmes within and outside Tanzania. The Regulation 46 provides the following conditions:

- (a) Institutions may enter into Credit Transfer arrangements provided that all such arrangements shall be along with the Credit Accumulation Transfer requirements;
- (b) Transfer may be applied to all modes of learning namely Open, Distance e-Learning (ODEL) or conventional delivery systems, and can be applied to part-time as well as full-time study programmes;

(c) Credit Transfer may take place when the institution is satisfied that a subject or a group of subjects (Modules) that have been completed at a different institution or programme are equivalent or relevant to the subject or a group of subjects in the programme that the student is about to undertake at the Receiving Institution;

(d) Transferring students should be aware that a core subject, course, or module in the releasing institution may not necessarily be a core subject, course, or module in the receiving institution or vice versa;

(e) Courses for transfer must have been accredited by the Commission and/ or another national accreditation body;

(f) Approval of equivalency of subjects, module, courses and credit transfer is subject to the consent of the receiving institution;

(g) Transferred students shall earn Credits only for successfully completed course units or courses; and

(h) Number of credits and grades earned for a course will be included in calculating the Grade Points Average (GPA) and Cumulative Grade Point Average (CGPA) of students.

2.0 General Criteria for Credit Transfer

(a) Credit points may be transferred from a foreign University to a University institution in Tanzania provided that the conditions for transfer are met;

(b) Although an institution may accept a request to transfer credits, students have no automatic entitlement to

admission. Admission decisions, including exemption from some courses, shall depend on the rules and regulations of the receiving institution;

(c) The institutions from which the credits were accumulated should have been accredited by the relevant authorities in the foreign country and are recognised by similar authorities in the recipient country;

(d) A student seeking to transfer credits must have been registered in the releasing university;

(e) Students who discontinued studies for any reasons will not be entitled to credits transfer;

(f) Credits earned in a university abroad can be transferred based on the comparability with the equivalent courses at the receiving university;

(g) The course or module from which the credits are transferred from must be successfully completed. However, upon agreement between the student and receiving institution, the failed course/supplementary may be retaken/ carried over to the next semester/



academic year;

(h) It shall be the discretion of the receiving institution to issue waivers in some prerequisite courses upon the assurance that courses taken by a student at a foreign institution have significant similarities in content or objectives with all or some of the courses offered in the receiving institution;

(i) Transfer of credits shall take place within a period not exceeding five years

from the time they were earned;

(j) Academic certificates in foreign languages must be translated by relevant authorities to the language of instruction of the receiving institution; and

(k) A candidate, who intends to transfer for purposes of graduating in a receiving institution, shall be required to earn at least 50% of the total credits accumulated from core courses in the receiving institution.

3.0 The Role of the Student in Credit Transfer

The credit transfer process is initiated by the student. Thus, a candidate seeking to transfer credits must do the following:

(a) Seek institutions for which credits will be transferred;

(b) Request in writing to receiving institution to seek placement indicating the courses or modules completed successfully in the previous institution;

(c) Provide evidence of the amount of time and credits accumulated while in the institution;

(d) Provide reliable and valid evidence of endorsement of the credits to be transferred by relevant organs in the releasing institution; and

(e) Submit the following documents to the receiving institution;

(i) Academic Transcript certified by releasing institution;

(ii) A letter of release from the foreign

institution;

(iii) Copies of certificates previously earned at lower education levels; and

(iv) Any other information that may be required by the receiving institution.

4.0 The role of the Receiving Institution

The receiving institution shall do the following:

(a) Satisfy itself that the student seeking transfer had met the conditions for the transfer;

(b) Verify the accreditation status of releasing institution and the programme;

(c) Upon assessment of suitability and acceptance of the student to the programme, submit in writing the transfer request to the Commission for approval; and

(d) Inform an applicant in writing whether the request for credit transfer has been approved or not including reasons for disapproval. If accepted, the applicant will be informed of the terms and conditions of the transfer thereof (if any).

5.0 Credit Transfer Appeals

Students will have the right to appeal if not satisfied with the outcome of the credit transfer request. The appeal shall be submitted to the receiving institution stating the reason for the appeal attaching any evidence required to strengthen support of the appeal.

PLANS TO FOSTER SCIENCE AMONG YOUTH REVEALED

In the 2022/23 budget, the government has revealed its resolve to promote science, technology, engineering and mathematics among youth and academicians.



Minister for Education, Science and Technology, Prof. Adolf Mkenda

By Jacob Mosenda

THE government has announced its plan for the 2022/23 financial year including its resolve to promote science, technology, engineering and mathematics (STEM) among the youth.

This would include providing fully-funded government sponsorships to students who excel in science subjects in Form Six National Exams.

The next budget will also provide

scholarships to university students in science, especially in medical technology who will go to notable global universities, gain knowledge, come back and help the country to strengthen key interventions in the medical sector.

The government noted also that it focused on ensuring that Tanzania universities were recognised globally as part of a larger investment in science.

March 9, 2022 when outlining achievements in the education sector since the President of the United Republic of

Science studies to unlock Tanzania fortunes in the new drive

Tanzania, Her Excellency Samia Suluhu Hassan came to the top office, Education, Science and Technology Minister, Prof. Adolf Mkenda said his ministry focused on effectively implementing all aspects of STEM.

This comes at a time when education stakeholders, including scientific associations, have long complained that many students feared taking science courses, especially girls, the area he said required special motivation measures.

Lack of scientific publications from university lecturers in respected global journals has made local universities unreliable science centres worldwide, according to education stakeholders. But in the next budget, science students who will excel in Physics, Chemistry, Biology and Mathematics in the final Form Six exams will be sent to renowned universities abroad.

According to Prof. Mkenda, this was one of the strategies to encourage young students to like science subjects, increase their scientific knowledge from leading global universities in order to strengthen key sectors such as health, agriculture, energy, water and education.

He revealed that the ministry will allocate funds to implement the said plan under the government sponsorship as directed by the CCM 2020 – 2025 election manifesto.

“Best performers will be identified, get the consent of parents or guardians before sending them abroad for different academic programmes,” said the Minister.

“In the science and technology world, one is not supposed to lock in own’s country in order to become competitive. We are supposed to look for technology and bring

it back home. Let us look for solutions to scientific challenges from technologically developed countries,” he said.

“Or scientists should see the benefit of science even if they remain in the country. Hopefully, this effort will increase the efforts to solve the challenges facing the country,” said Prof. Mkenda.

Further, in promoting and enhancing technology and innovation, he said through the annually organised national science, technology and innovation competition (MAKISATU), the government was planning to support students with unique ideas to contribute to the country’s growth. “This competition aims to visualise, reorganise local innovations and technology developed by the youth; promote creative motivation and use of science, technology and innovation in economic activities,” he said.

He further said that so far 26 innovations supported by the government have been developed, noting that they were being used to address challenges in the agricultural, water, energy, health and education sectors.

Prof. Mkenda said the government has increased the budget from Sh 500 million in 2020/21 to Sh 1 billion in 2021/22 to enable young innovators to emerge.

Dar es Salaam-based educational consultant, Thomas Jabir says government initiatives brought a huge hope to the youth and the country’s economy. “Although we are unaware of the number of beneficiaries, science and technology will be strengthened,” he said, calling education stakeholders to actively support the government.

“Best performers will be identified, get the consent of parents or guardians before sending them abroad for different academic programmes,” said the Minister.



Government Officials from institutions under the Ministry of Education, Science and Technology listen to the Minister for Education, Science and Technology, Hon. Prof. Adolf Mkenda when outlining achievements in the education sector since the President of the United Republic of Tanzania, Her Excellency Samia Suluhu Hassan came to the top office. The third from right is the TCU Executive Secretary, Prof. Charles Kihampa, March 29, 2022 in Dar es Salaam.

HIGHER EDUCATION A QUEST FOR EXCELLENCE





PROCEDURES FOR THE ESTABLISHMENT OF UNIVERSITY INSTITUTIONS IN TANZANIA

By Dr. Telemu Kassile

THERE are two steps to establish university institution in Tanzania. Step one is the application for Provisional Licence and step two is the application for a Certificate of Accreditation.

The procedure requires the institution/organisation or an individual wishing to establish a university institution in Tanzania to submit a formal application using TCU Form No. 1 provided in the First Schedule of the Universities

(General) Regulations, 2013 and shall be submitted:

- (a) In both electronic and hard copies;
- (b) In English; and
- (c) Upon payment of the fee prescribed by the Commission.

The application shall be submitted together with:

- (a) Three copies of the project write-up for the proposed university;
- (b) Evidence of basic facilities for the development of the proposed university;
- (c) Title deed or offer in the name of the proposed university or such other evidence on the title to the proposed facilities;
- (d) Master plan for the long-term development of the proposed university;
- (e) Implementation plan for the master plan;
- (f) Draft curricula for the initial programmes and the proposed fee structure;
- (g) The Draft Charter using the model Charter to be obtained from the Commission or in the case of a university with a foreign Charter, the approved Charter of the university, together with a supporting letter from the foreign body that accredited the university; and
- (h) The details about the applicant showing the proposed location of the proposed university as well as other details as shall be determined by the Commission

A non-refundable application fee for local investors is TZS 5,000,000 (five million shillings only), and for foreign investors is USD 5,000 payables in advance.

MY COLLEAGUES THINK I AM THE MOST INFORMED PERSON

I read the TCU Magazine for insights and knowledge about higher education in the country and abroad.



TCU Magazine is also accessible online on the TCU website

www.tcu.go.tz

TCU MAGAZINE

It is the content that counts

CLOSING THE GENDER GAP

THE RISE OF WOMEN IN STEM



CLOSING THE GENDER GAP IN STEM

By Correspondent

IN 2015, the United Nations (UN) established the International Day of Women and Girls in Science to raise awareness of diversifying STEM (Science, Technology, Engineering and Mathematics), and to break down the barriers preventing access to these fields for women and girls.

Many people might be shocked to learn that if it were 1975, we wouldn't necessarily need an International Day to promote women in STEM. At that time, women dominated in those sectors. They played important roles at both points in history, as well. For example, Grace Hopper, Ada Lovelace, Katherine Johnson, Dorothy Vaughn and Joan Clarke were women pioneers in computing.

In February 11, 2022, the world celebrated the International Day of Women and Girls in Science but the celebration ring hollow when there is still a low representation of women in STEM fields.

Despite the rising demand for STEM professionals, women, who represent over half the world population, are often underrepresented in these fields. The low participation of girls and women in STEM fields can be observed at all levels of education, with a tendency for female participation to decrease as the level of education rises. This is mirrored in the labour market where their participation further decreases throughout their career path.

However, gender differences in STEM do not start in the labour-market, nor even in higher education. They begin in

the performance of students as young as 15 years old in STEM-related subjects such as mathematics and science. In countries where the gender gap in student performance at the secondary education level is at the expense of girls, women tend to be underrepresented in STEM fields of study in higher education and the labour market.

Also girls tend to do relatively better in science as opposed to mathematics, which may explain why they tend to choose science-related fields of study in higher education such as biology, chemistry and medicine as opposed to more mathematics-oriented fields such as physics and engineering; a tendency which is then reflected in the labour market.

Several factors are influencing the low participation of girls and women in STEM. These include wider socio-cultural and labour market preconceptions which affect career choices and perspectives among young people, especially with regard to which professions are perceived as well-suited for women or men.

Education has a significant impact, particularly in terms of gender-sensitive policies and frameworks, teacher training and recruitment, as well as ensuring that learning materials are free of gender stereotypes. Psychosocial influences are also not to be underestimated, particularly in shaping student attitudes towards STEM-related subjects, which can influence levels of achievement as well as future career choices and perspectives.

This highlights the importance of stimulating, encouraging and supporting fair and equal opportunities for girls to engage in STEM-related subjects at school, and to draw more girls and women into STEM fields of study and professions.

First, we need to address cultural impediments. Some cultures perpetuate stereo-types about who belongs in technology and who doesn't. For decades, magazines, advertising and other media have made girls and women feel like STEM isn't a field for them. So, we need to counter-culture with culture. We

must elevate female role models-especially girls and women of colour in pop culture, business and everyday life.

Second, we need to encourage our girls to be brave rather than strive for perfection. STEM is all about risk-taking, tinkering and trying new things. It is about trial and error and the acceptance of setbacks.

Unfortunately, we raise our girls to be perfect, to avoid failure and thus they

sidestep fields such as Programming, which are fundamentally about failing and learning. Instead, we should teach girls to be brave to try new things, even in the face of repeated failure.

I am often asked the same question: "How long will it take to close the gender gap in STEM?" My answer hasn't changed: we can do it in our lifetimes, so long as we commit to equipping girls with the technical skills, bravery and sisterhood that they need to take their destiny into their own hands. We can close this gap in a single generation!

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PRESIDENT SAMIA: A GREAT ROLE MODEL FOR WOMEN IN LEADERSHIP



By Correspondent

AS we celebrated International Women's Day on March 8, 2022, we continue to honour women as the drivers of change in society, creating impactful and transformational change that challenges gender parity.

This year, the United Nations (UN) given theme for International Women's Day is "Gender equality today for a sustainable tomorrow" which aims to recognise women who are working to build a more sustainable future.

Tanzania's professional women need to rise to the occasion and play a more significant role in taking the country to the next level, Dr. Kokuberwa

Katunzi-Mollet, the Tanzania Commission for Universities (TCU), Director of Admissions Coordination and Database Management has urged.

Dr. Katunzi-Mollet was speaking in an interview with the TCU Magazine during the Women's Day commemoration at the TCU office in Dar es Salaam on March 8, 2022.

She said women in leadership can learn a lot from Her Excellency, President Samia Suluhu Hassan. In political leadership the President has broken the ceiling and set a formidable pace on what a woman can do and achieve. "In our beloved President Samia, we have a great role model to look up to," she asserted.

The Director said women in the corporate world need to wake up to the immense

expectations that lie in front, which if met, will give them a platform to be better role models and achievers in their rightful positions of being supporters of national development.

“As women leaders, we owe it to our future generations to show them that being a woman doesn’t represent weakness,” she said.

It should be noted that Tanzania had the first woman to be Vice President, Hon. Samia Suluhu Hassan who held the position from 2015 to 2020 and 2020 to 2021, and on March 19, 2021 she was sworn in as the Sixth President of the United Republic of Tanzania. It is a historical moment and a milestone in recognising and celebrating women’s achievements as a nation.

“As women leaders, we owe it to our future generations to show them that being a woman doesn’t represent weakness,” she said.





Dr. Kokuberwa Katunzi-Mollel

*TCU Director of Admissions Coordination
and Database Management*

DO YOUR JOB AND LET WHAT YOU DO SPEAK FOR ITSELF

As Dr. Kokuberwa Katunzi-Mollel – Director of Admissions Coordination and Database Management of the Tanzania Commission for Universities (TCU), climbed steadily up the ranks, she says she has always strived to let what she did speak for itself....

FEMALE empowerment starts small: starting within yourself, and bolstered by powerful women around you, like mentors. Sometimes, to move from one step to the next doesn't need support from people because, if you don't have the mindset of moving on, it won't be easy for others to give the support you need because you are not ready to show what you are capable.

In celebrating International Women's Day March 8, 2022, Dr. Kokuberwa Katunzi-Mollel encourages women to have the mindset that "It starts with us" to be where they want to be.

"We are still in the debate on how women can be empowered in leadership roles," she said. Apart from that, Dr. Katunzi-Mollel narrates that to all women who are reading this article, they must know that for women to be leaders, it must start with them.

"Women need to have determination to get onto the leadership, without letting anyone do for us. We must build confidence for girls and women by raising awareness to them that they are capable in taking leadership roles and that gone are the days where leadership seemed to be only for men," said Dr. Katunzi-Mollel.

She also added that women need to be encouraged to go for higher education or any other formal training. Also, Women need to have those short courses for them to be acquiring new skills and knowledge to make them grow in their careers and into leadership roles,

Dr. Kokuberwa Katunzi-Mollel is the Director responsible for Admissions Coordination and Database Management at the Tanzania Commission for

MENTORSHIP: She encourages “it starts with us” mind-set

Universities (TCU). She also serves as the Commissioner for the Tanzania Commission for Science and Technology (COSTECH), the National Commission for UNESCO, Councilor to the National Council for Technical and Vocational Education and Training (NACTVET) and member of the technical working Committees of the Bank of Tanzania (BoT) and the Tanzania Bureau of Standards (TBS).

Before joining TCU, Dr. Katunzi-Mollel served as Director for the Centre for Continuing Education at the University of Dar es Salaam (UDSM). She also served as Head of ICT Unit and Head of Reference Sections at UDSM Library between 2004 and 2016.

She has also taught at Graduate level in the Department of Information Studies at the UDSM for 12 years (2004 - 2016), specialising in Information and Communication Theories, Information Entrepreneurship and Information Retrieval Systems. She has supervised numerous Postgraduate students in her areas of expertise.

She served as an External Examiner in different Tertiary institutions; Journal Editor and facilitated various workshops in Gender and Development; Data Management; Information Retrieval; Research Methods for Social Sciences and Pedagogical Skill training.

Dr. Katunzi-Mollel who holds a PhD in Information Science, said her leadership journey started at a young age at primary and secondary school levels. Being the first born naturally made her believe she was supposed to be a good example to her siblings; the one to show the way forward.

Also, reading a lot of books as she was growing up contributed a lot to her progress, exposing her to different things, such as the belief that ‘nothing was impossible under the sun’.

When in secondary school, she decided that she would become a leader. Knowing that being a leader goes with being confident, she started with learning how to present herself in front of people.

“I was always putting my hand up, offering to take roles and opportunities which others wouldn’t take. It was a very conscious move, and everything I did from that point readied me for the journey I was going to take,” said the Director.

Commenting on her 20 years’ experience in leadership, she says, her journey was never easy. The leadership journey has ups and downs. One has to have the willingness and ability to persevere.

“Being ready, focused and resilient are not options in the leadership journey as obstacles will always be there and one has to overcome them, she said.

Working hard, being credible, showing integrity and being able to deliver are the key things that supported her in her leadership journey. Striving from one level of leadership to another, she always wanted the results of her job to speak for themselves.

“For me, leadership is not about title; it is the purpose. I have always been driven by purpose because I want to uplift as many people as possible, especially women and girls. I want them to be inspired by me, to be able to do things they think they couldn’t do,” she said.

She said the “why” factor should always

be taken into account, as it gives a clear reason why you want to be a leader and will help you to reach your leadership goals.

“I make sure I am updated on everything, not just on my work. If you ask me now about politics, sports or anything you want us to talk about, I am able to do. It is important to keep yourself informed so that you can talk about anything,” she

as well as motivate them to become tomorrow’s leaders. So participatory leadership is crucial.

She also said there are many factors that lead to women not rising to the top of leadership positions. “One big issue is the culture; our culture does not put the woman in front. Another is the community’s perception of women. For many years, people believed that women

“Women need to spur one another into greater heights as different women share their success stories. Women should strive to seek knowledge and skills and build on mentorship programmes where we will have people who would challenge us and call us higher into our potentials,”
said Dr. Katunzi-Mollel.

said.

Commenting on the tangibles she is proud of, the Director said she is a person who doesn’t take full credit for everything she does. For her, it is about teamwork as she does have a team behind her for whatever she is doing.

Commenting on her leadership style, Dr. Katunzi-Mollel said she always preferred and practiced transformational and participative leadership styles. Simply because she likes to inspire and empower others to also become leaders. But, also it is good to encourage and engage people you lead in order to make them feel included,

cannot be top leaders and final decision makers. So, glass ceilings and stereotyping are the biggest barriers,” she noted.

She commented, “The first step I would say is to encourage and build confidence in girls from an early age that they can be great leaders. Also, to engage those women in leadership positions from the beginning and show them women with high leadership positions who will help in inspiring and serve as their role models.

She further said that women also need to prove the community wrong. Whenever given a chance to lead, they need to show that they can do so. Through this,

people will change their perception. So, self-confidence, hard work and support from other women will help women to excel in leadership.

“Women need to spur one another into greater heights as different women share their success stories. Women should strive to seek knowledge and skills and build on mentorship programmes where we will have people who would challenge us and call us higher into our potentials,” said Dr. Katunzi-Mollel.

In explaining the self-care and how she accomplishes all the task as a leader, Dr. Katunzi-Mollel narrates that, self-care is about caring for self, loving self and making sure that consciously looking after her wellbeing from eating well, exercising and resting.

“As a leader, it is not always easy to have this balance, but I try to be consciously aware of where I am in terms of what area am I lacking in different stages of life because life is dynamic and thereafter I try to take the necessary steps required to fix the matter at hand,” she said.

She is always looking back at where she came from, and in doing that, she gives out three pieces of advice to younger women who dream of becoming leaders in different corporate. The main thing to consider is having a vision of where you want to be in terms of your career and your purpose in life.

“You need to plan steps to help you achieve your vision, execute the plans and be consistent and disciplined,” said Dr. Katunzi-Mollel.



TCU staff pose for the group photo to mark International Women's Day on March 8, 2022



Ms. Lucy Mrikaria
Ag. Chief Internal Auditor

WHY WOMEN SHOULD DISMANTLE THE HURDLES IN THEIR HEADS

Many doubt their abilities which is one of the major obstacles that hinder women from reaching their potential. Lucy Mrikaria believes that being confident and believing in oneself is all one needs to achieve her/his life goals.

MS. Lucy Mrikaria believes self-confidence is key to achieving success. The Acting Chief Internal Auditor at the Tanzania Commission for Universities (TCU), says only the sky is the limit and this is what she preaches.

Lucy says having faith in one's capabilities is all one needs to succeed. She says women need to capitalise on self-confidence and that doubting themselves hinders them from achieving their goals. She advises women to look for opportunities and ensure they grab them.

“The biggest obstacle for women is that they are not ready to grab opportunities. They put up barriers by doubting their abilities, thus preventing them from fulfilling their goals,” she says.

One of the barriers that Lucy believes stops women from reaching their full potential is letting opportunities pass them when they come knocking.

“At many places, I have seen opportunities arise that women did not take up at the same pace as men did,” she stresses. The Acting Chief Internal Auditor blames this on mindset and internal biases inherent to upbringing. Communities are also to blame, she says. She urges women to put more effort into tackling biases both within themselves and externally.

The mother of three serves as a good example when it comes to the issue of self-confidence. Despite coming from humble beginnings, Lucy did not let anything get in her way to success.

She attended Iwa Primary School in Moshi before joining Kiruwa Secondary School and later Msalato Secondary School for

Rising Woman

advanced level studies.

“My background is in Accountancy. I hold an Advanced Diploma in Accountancy from the Institute of Finance Management (IFM), and later in my career journey, I acquired a Master degree of Business Administration majoring in Finance at the University of Dar es Salaam (UDSM),” she says.

Lucy is a professionally qualified Accountant with senior-level experience in Accounting and Auditing, and she is a Certified Public Accountant – CPA(T). She has a vast working experience of 22 years in the public sector.

She notes that all through school to work, the biggest challenge she has encountered is people expecting women to do less, which forces them to work extra hard just to prove they can do better.

“It is easy for a woman to be judged first for being a woman ahead of her abilities. It poses a challenge that women must do more to make people realise they deserve an equal place as men at the table,” she says.

However, she notes that one’s mindset is responsible for being unable to achieve one’s goals and that women should work on changing their negative mindset.

On her achievement, Lucy says, “My major achievement as a woman is being a mother. Professionally, it is being able to be part of senior management, where I can provide objective assurance on risk management control and governance processes, while at the same time inspiring other women to understand that the limit is the sky.”

She notes that one should be able to promote oneself and take failure positively as part

of learning and improving. According to her, only the sky is the limit for anything anyone does. She insists that believing in oneself is crucial to attaining what one wants to achieve in life.

She notes further that it is vital for women to help each other in attaining goals and overcoming barriers. “I would not be where I am without the support and leadership of my family. My father always believed in educating and supporting his daughters equally as his sons. So it is crucial for the girl-child to have a system to support and nurture her dreams before she reaches the age where she can support herself,” Lucy says.

According to her, the girl needs to have a vision of where she wants to be and work on achieving that vision. This includes working on attaining the necessary skills, building a support network and also working on her inner belief.

Lucy is an advocator of girl child financial independence. She says, “It is how they plan and manage their finances that will result in the fruition of goals later in life.” She believes that when a girl child becomes financially sound, she will be able to make her own financial decisions or sustain herself financially.

Financial independence makes women feel secure and respected irrespective of their socio-economic background. It has a direct impact not just on women but their families, society, and the country at large.

Lucy Mrikaria says it is crucial to have a system to support and nurture the girl dreams.



Self-care, self-love key elements towards personal growth

By Correspondent

DENTISTS demand that we use at least two minutes to brush our teeth. Do we follow that? It is a no for most people. Failure to take care of our teeth or to adhere to disease prevention becomes a costly affair in future. For lack of caring for teeth in our prime, some get old without a tooth. They decay and fall.

It is a simple logic. We fail to do simple things, and at the end of the day, the cost of our failures becomes colossal.

We know we should eat a balanced diet and maintain recommended weight. Do we do that? We sometimes over-eat junk food and fail to exercise. Too many people suffer from lifestyle diseases.

The greatest love story:
The one with yourself

If only people were more serious about preventive care from a very young age, we would have fewer sick members of society as age takes its toll.

As a teacher, I have often advised young people what to do to pass their exams, including being diligent and hardworking. But often, many students want to pass their exams, but without putting in the necessary effort of having an active and effective reading.

Sometimes laziness causes a student to be discontinued in university. Years later, the student who failed out of laziness will be cursing their wrong decisions. The world is brutal. The principles of life are cruel and rugged. You cannot plant maize and harvest beans. You will never harvest mangoes from an avocado tree. Our actions, character and way of doing things in a big way also determine the outcome.

Yes, there is a higher power than us i.e God, and He requires us to do good, work hard and be of virtues, which makes life better for ourselves and those around us.

Those who decide to take the dangerous path of crime and disobedience among others end up reaping the evil they planted.

An adage, “Mtoto akililia wembe mpe” Kiswahili for “if a child cries for a razor blade, give it to him” rings very accurate today. Many young people don’t want to be guided into a better life. They think they know better and no longer want to follow or use the wisdom of the elders. Unfortunately, their insolence will cause them great suffering and failure later in life.

My dear university students, my message today is a reminder that each one of us has responsibility for self-care. Self-care is self-love. It is very important to take care of ourselves i.e our bodies, our health and our mental well-being. It is not only for now so that we can be okay, but because it will help us be better in the future.

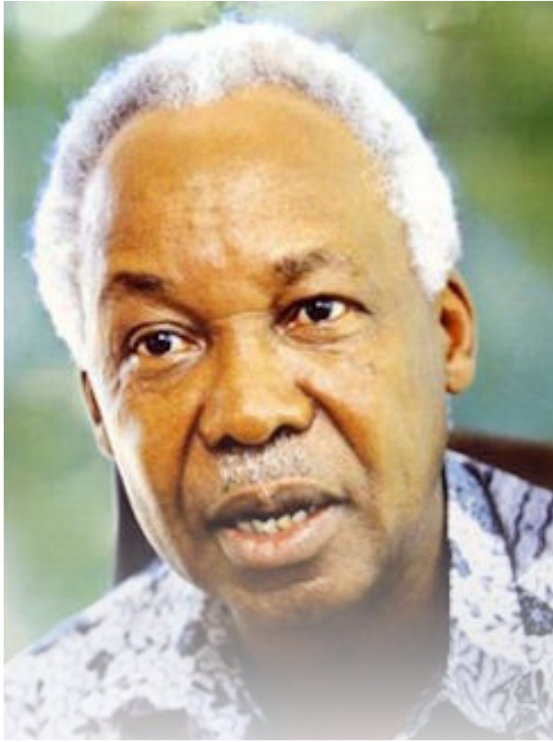
“

Live as if you were to
die tomorrow. Learn as
if you were to live
forever

- Mahatma Gandhi

”

NATION CELEBRATES NYERERE'S CENTENNIAL



*Give them the education
which will train their
heads to refuse the
wretchedness of mind
and skill their hands to
develop the resources of
Africa.*

- Julius Nyerere

By Correspondent

IF he were alive, the Founding Father of the Nation, Mwalimu Julius Kambarage Nyerere would have clocked 100 years of his birth date on April 13, 2022.

Over two decades have passed since the iconic leader departed, but his legacy lives on. Tanzanians are celebrating his life and service to the country.

Mwalimu, as he was fondly known, is being referred to as the true son of Africa who planted seeds of patriotism among people.

Mwalimu Nyerere who was born on April 13, 1922 at Mwitongo village in Butiama District, Mara Region, led the country as President for 23 years from 1962 to 1985. Between December 9, 1961 and 1962 he

served as the Prime Minister.

Speaking ahead of Nyerere's 100th birthday, President of the United Republic of Tanzania, Her Excellence Samia Suluhu Hassan sang praises over Tanzania's first president, attributed Mwalimu's philosophy and vision as key factors that have made Tanzania a peaceful and united country.

"During his lifetime, Mwalimu Nyerere taught Tanzanians the importance of patriotism and building national peace, unity and harmony for sustainable development," said President Samia at the Nyerere Leadership School in Kibaha District, Coast Region, on April 9, 2022.

President Samia noted that Nyerere's vision and philosophy are still alive as the government under all phases has continued to implement development plans

that were initiated in the first phase of administration.

She said the government has continued to work on addressing three key enemies as highlighted by the late Nyerere, that are diseases, ignorance and poverty.

The President further explained that all the regimes made efforts to improve the education sector by constructing more schools and other supportive infrastructure.

“We have also continued to build health facilities across the country as well as creating a supportive environment for economic activities,” she said.

The Executive Secretary of the Tanzania Commission for Universities (TCU), Prof. Charles Kihampa said there is no question that Tanzania is today a better place to live and invest in than it was in the 1960s. Tanzania’s accomplishments grounded by Mwalimu Julius Nyerere’s vision speak for itself by the presence of increased political stability and stretched economic growth.

The Executive Secretary noted that education is fundamental to development and growth. Adding, the human mind makes possible all development achievements, from health advances and agricultural innovations to efficient public administration and private sector growth.

“For countries to reap these benefits fully, they need to unleash the potential of the human mind. And there is no better tool to do so than ensuring quality education.”

Prof. Kihampa said it is evident that throughout the six decades, our government has prioritised initiatives encouraging the development of the higher education sub-sector. This is in consideration of the importance of the sector for citizens’ well-being, the country’s economy, and the potential contribution of the nation to the

continent and the world at large.

Remarking on Nyerere’s centennial, scholars and veteran politicians expressed the need for the country to continue to honor his legacy.

Former Minister Stephen Wasira said Mwalimu Nyerere is being remembered for his patriotism for which he laid proper foundations for the country.

He also urged Tanzanians to honour Mwalimu Nyerere by maintaining peace, unity and harmony.

“As he was in favour of national unity, Mwalimu Nyerere was so bitter about all kinds of discriminations based on colour, tribes, religion, or any status. We have to honour this legacy that was left for us,” noted Mr. Wasira.

Speaking on legacy, Prof. Issa Shivji said among other things Mwalimu Nyerere promoted equality among Tanzanians despite financial status. He viewed the late Nyerere as a man of fairness and justice for all; he set a good example of how leaders should be, by putting forward national interest and honour public offices.

There can be no question that the late Julius Nyerere was every inch a builder and one of the great leaders of our time. TCU celebrates his legacy. The first African from his former British colony Tanganyika, to attend a university in the mother country, he returned to spearhead his nation’s struggle for independence and becoming its first President.



Dr. Laurean Ndumbaro

Permanent Secretary in the President's Office, Public Service Management and Good Governance

By Correspondent

HIGHER education institutions have been challenged to introduce forums through which they can discuss and reflect on past academic works and contributions made by past intellectuals in improving public service management. This would help the young generation draw lessons from past academicians and influence public policy and promote development.

Permanent Secretary in the President's Office, Public Service Management and Good Governance, Dr. Laurean Ndumbaro made the directive on January 16, 2022 during an official opening of the symposium for honoring distinguished Prof. Gelase Mutahaba.

"This is an initiative which other in the country

VARSITIES TOLD TO REFLECT ON PREVIOUS ACADEMICIANS' WORK

should emulate since it gives a forum to review, discuss and reflect on theoretical and practical experiences by drawing lessons from distinguished academicians," Dr. Ndumbaro said at the symposium which took place at the University of Dar es Salaam (UDSM) on January 16, 2022.

He added that such efforts are worthy to be emulated by other higher education institutions in the country as it underscores the need to use past academicians' works to contribute to the current thinking on Africa and Tanzania's current trends in public administration, public policy and politics.

"We at the President's Office, Public Service Management and Good Governance, congratulate you for this symposium which

aims at recognising and honouring former faculty member, Prof. Mutahaba who excelled in developing and imparting knowledge in our country.”

The Permanent Secretary hailed Prof. Mutahaba for using his expertise to strengthen the public services in Tanzania and built relationships between Tanzania and other countries, taught and mentored leaders who currently hold various positions in the government.

He said Prof. Mutahaba also shaped public servants including current and past top leaders and led various national and international task forces that informed public service reforms.

For his part, UDSM Vice Chancellor, Prof. William Anangisye described

Prof. Mutahaba as a person who made a significant contribution in both academic and professional domains in Africa and beyond.

According to Prof. Anangisye, Prof. Mutahaba served at the Department of Political Science at UDSM and various universities within and outside Tanzania. He said Prof. Mutahaba also served as Secretary-General and Chief Executive Officer of the African Association for Public Administration and Management (AAPAM) at the United Nations Economic Commission for Africa, Addis Ababa, Ethiopia.

He also served as Director of Finance and Administration, Commonwealth Secretariat, London, among other top posts.

“This is an initiative which other in the country should emulate since it gives a forum to review, discuss and reflect on theoretical and practical experiences by drawing lessons from distinguished academicians,”

- Dr. Ndumbaro said at the symposium which took place at the University of Dar es Salaam (UDSM).



2021 2022

**CONGRATULATIONS TCU STAFF
FOR THE YEAR**

2021/2022

Hard work keeps us on the top of our game, but diligence makes us outstanding.
You have put both to work, and the results are evident.

Thank you is a way to show how much I appreciate your commitment to work.
I see your hard work and your top-notch attitude towards every task. I hope
you are encouraged and strengthened to do more.

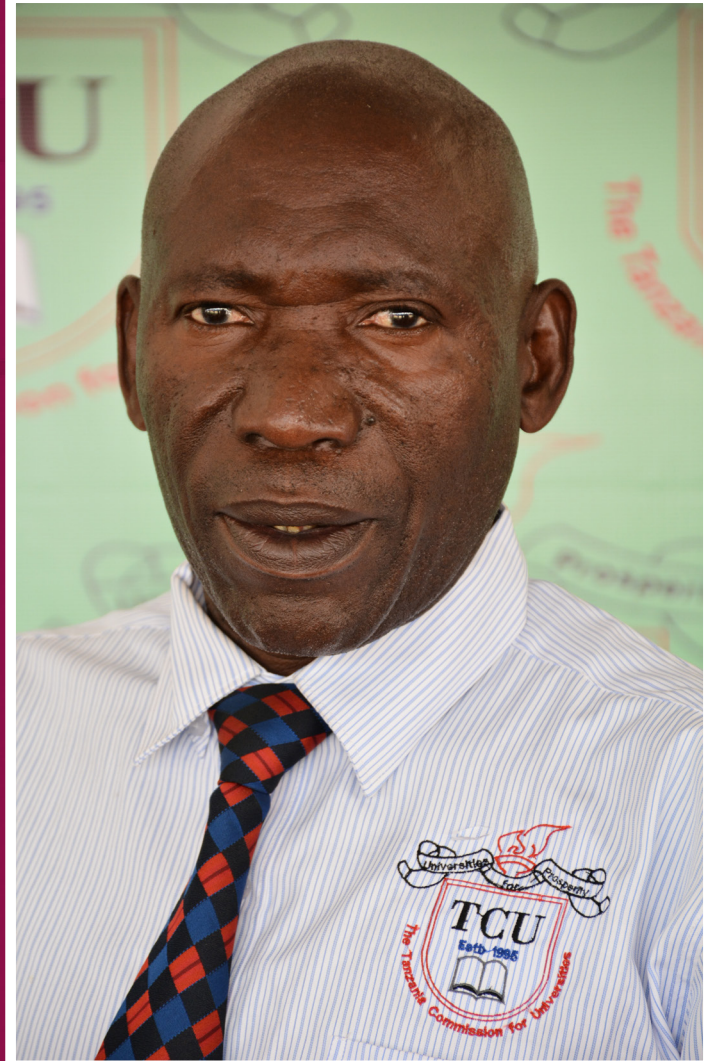
You have all made an exemplary contribution to the excellence of our institution.
On behalf of the TCU Management, I am proud of you all.
Continue your hard work and passion.

Prof. Charles D. Kihampa
TCU EXECUTIVE SECRETARY

CONGRATULATIONS

On Your Retirement

On behalf of the TCU Community, the TCU Management wishes to congratulate Mr. Rajabu Hussein for his years of good service and wishes him every happiness in retirement in the Public Service. Mr. Hussein was the TCU Senior Driver upon his retirement on December 9, 2021.



"Retirement is not the end of the road. It is the beginning of the open highway."

TCU wishes you all the best in your next phase in life.

By Gladness Michael



Visibility starts at the dinner table!

I recently watched a documentary of the Former First Lady of the United States of America, Michelle Obama's book titled *Becoming*, which I found packed with profound lessons for youths and young adults, but even more so, for those in charge of guiding, mentoring and leading those youths and young adults.

One scene in the documentary struck me. A young lady asked Michelle Obama: "How did you as a black woman persevere through invisibility? As a young black woman in America, from a low-income family, she related her question to the thick fog of invisibility that blanketed her dreams.

The response that Mrs. Obama gave was profound. She said, "For me, I never felt invisible. My parents made me always feel visible...then you go out to the world and expect the same." Let us impact that!



First Lesson: “Our dinner table is the first place I felt like I belonged”

This statement by Michelle Obama is powerful. As people with the privilege and responsibility of leading and role-modelling for others, do we give those at our table a sense of the belonging? Or are we the smartest in the room!

Do we listen to understand or respond, criticise and judge? Worse yet, do we listen at all? A good rule of thumb is: “Listen twice as much as you speak”. Also, understand that what we know to be true may only be true in reference to our own experiences and may be foreign, even false, in someone else’s context.

By giving children the freedom of reasoning, expressing and exploring ideas, we are shaping in them the curiosity and courage to go out and explore the world around them.

Everyone has their small world through which they see the bigger world. And this small world starts taking shape when we gather as a family, whenever at the dinner table or in the car. As Michelle says, her feeling visible came from not what was going on in the world, but what was going on at her dinner table.

Second Lesson: “My mother let us ask anything”

The second lesson is more practical. How do we as leaders and mentors at family or in the workplace shape the worldview of those who come after us? Michelle says that her mother allowed her and everyone in the family to ask anything. Well, this really should be common knowledge, but it is not. We dismiss things on the grounds of irrelevance, or whatever. But there is a bigger picture; we are making someone

feel insignificant, invisible and we may be setting them up to expect the very same when they go out to the bigger world.

Third Lesson: Feeling visible Vs being given visibility

It goes back to the adage that you can take a horse to the river but cannot make it drink the water. This lesson is significant when Mrs. Obama said, “We can’t afford to wait for the world to be equal to start feeling seen. You got to find the tools within yourself to feel visible.” Absolutely! Although there is a role external parties play to influence behavior, action and outcomes in other people’s lives, at the core of the success or failure of these external efforts is the internal effort that must complete the circle to make something happen.

However, the internal effort needs maturity. That is why at a young age, we need strong mentors to guide us in surfing the waves of life to give the shape to what we will go out and expect from the world when we grew up. This is the one thing that many successful people attribute to their success: The role of adults in their lives when they were young.

Maya Angelou said her biggest teachers were her mother and grandmother. It appears that indeed, as adults, the role we have in shaping the lives of the younger generation in our lives is long-lasting. Whether a parent, an older sibling, or a manager to recent graduates, what do they go out and expect from the world as a result of being exposed to you?

Mentors are crucial in self-development because they help in uplifting your learning curve. On your own, you may experiment with your career but with mentors, you get the benefit of a guide

that has navigated a similar path that may not be identical to yours.

Mentors can assist to be in line with your goals from their own mistakes and lessons embraced since they have seen and been through it all.

Overall Lesson: Invisibility starts at the heart

Whatever we want to become, it all starts from within! But our within' is fed by those around us when we are young. In history, there would never have been the trio of Socrates, Plato and Aristotle if it was not for mentorship. It is good to note that Socrates mentored Plato and Plato ended up mentoring Aristotle and

we all know the influence this trio had on people's lives.

In 1675, Sir Isaac Newton stated the following phrase "If I have seen further is by standing on the shoulders of Giants." This phrase holds water today when one looks into the role our university mentors should play in assisting university students to reach their life goals on and off-campus.

▶ *"Universities are a wonderful thing but mentors, that is where the real work gets done"*

Prof. Junot Diaz – Author and Activist

**Mentoring is a
brain to pick, an
ear to listen,
and a push in
the right
direction.**

-John C. Crosby

**A MENTOR IS
SOMEONE WHO
ALLOWS YOU TO
SEE THE HOPE
INSIDE
YOURSELF.**

- Oprah Winfrey

**A mentor empowers
a person to see a
possible future, and
believe it can be
obtained.**

- Shawn Hitchcock

Benefits To Being A Mentor

- Validate the mentor's leadership skills
- Become recognized as an advisor
- Learn to clearly communicate
- Gaining new perspectives
- Giving back and finding new talent



How To Spot A Great Mentor

- They're a senior employee or leader
- They are seasoned in their field with a lot of knowledge to share
- They have a good reputation
- Knowing them would expand your network
- You will genuinely enjoy speaking and learning from them



BENEFITS OF MENTORING FOR THE MENTEE

- * Discover and develop your talents and skills
- * Develop decision-making and problem-solving skills
- * Build self-confidence
- * Discuss your career/life aspirations and options
- * Set goals and strategies for achieving them
- * Receive feedback on your ideas
- * Receive encouragement and support
- * Gain a new or different perspective on life, career and education options
- * Be challenged, use talents and share expertise
- * Network and expand contacts with professionals and others
- * Learn new skills and extend knowledge and ability
- * Access a variety of new resources



YOUTH POINT

**DO
WHAT
YOU
LOVE**

**LOVE
WHAT
YOU
DO**

— Youth and career choice —

By Correspondent

I RECENTLY participated in a panel discussion with a group of youths at different critical stages in their lives. Some were about to start secondary school, some about to start university and others about to start their first jobs.

I was impressed by the depth and curiosity of the questions they asked us, which ran the gamut from what university degree one must study to become a neurosurgeon, to whether it is bad to have a girl or boy friend. One other question intrigued me: “I am about to finish secondary school but I don’t know which course to study in university, what can I do to know my passion?”

The question reminded me of the classic debate: doing what you love versus loving

what you do. The idea that people should follow their passion is supported, but also challenged. Do all people necessarily identify the one they are passionate about? Indeed, passion can be elusive.

To others, finding passion is a quest of a lifetime. As such, expecting to use passion to guide career choices, or other life choices may not always be a timely fruitful approach. It is possible that passion follows action, that by engaging in different things, rather than staying idle, people discover or develop their passion. You can find what you love and do it, or you can love something in doing it. As author Shonda Rhimes put it, sometimes you need to “do something and do it well until you can do something else”.

Indeed, the ultimate quest for many of us

is to do something we love for the majority of our lives. However, passion alone may not be the pathway to this destination as not everyone identifies the one thing they are passionate about, especially in their youth.

Besides, some people are naturally inclined to being generalists while others specialists. While generalists have been viewed from a disadvantaged angle as being a “jack of all trades”, recent studies have found that generalists thrive in their careers in many ways.

Some people may start their quest for what to do in life through routes other than passion. For example, market demand. What skills are the most needed in the country’s economic trend? Is there a technology and innovation, oil and gas boom? One can start here and work their way upwards to finding what they “love doing”. The ultimate goal is the same, doing something we love but there are multiple ways of getting there, and one general rule is important guarding one’s heart.

Those who have some knowledge of the Bible might know the words from Proverbs 4:23 – “guard your heart above all else, for it determines the course of your life”. The course of life for a youth is shaped by among other things, their career choices. But this is preceded by one cornerstone, guarding the heart. This means being intentional about removing any clutter that may obstruct the flow of inspiration in the formative years of deciding what to do in life. This clutter can come from the company one associates with and what one consumes.

Therefore, career choices and other life choices can be guided by passion, market demand or being comfortable in the ‘I don’t know zone while engaging in different activities that may lead to discovery or development of passion.

In either pathway, a great rule of thumb is guarding one’s heart and mind by purposely selecting a company that builds and enlightens rather than clutters and blocks; and guarding what to consume!



HIGHER EDUCATION IMPACTS ON ECONOMIC GROWTH

By Correspondent

EDUCATION is the process of receiving or giving systematic instruction at school or university. "Education is the most powerful weapon that can be used to change the world," as Nelson Mandela said. It helps people become better citizens and contribute to economic growth of the nation.

A person who does not know about a certain thing is perceived to be unformed about the particular thing. In this respect, the objective of education is to get rid of illiteracy. Given today's needs, children need education to be competitive in every aspect.

In Tanzania, to acquire formal education, one must go to a proper school, through a well-organised educational programme that starts from pre-school to university education.

Apart from formal education, there is informal education occurs outside of a structured curriculum, with children learning skills from their parents and relatives as they grow up. A boy, for instance, may learn from his father who is a blacksmith or carpenter by assisting him. This is referred to as learning by apprenticeship or by practice.

Nevertheless, it does not matter what form of education an individual has, it is critical to note that it is better to learn, than not to learn at all. Knowledge is the only irretrievable path to a better life. When you learn to be a doctor, teacher,

lawyer, nurse, secretary, accountant or get any other skill, when well utilised the experience obtained stays with you forever. It can neither be taken away by anyone, forgotten, nor lost.

Take a boy who accedes to a couple of millions from his late father, who was a businessman. But did not learn anything from his father and his brother who did not accede to any money from his late father but learned from him. Who is likely to have a better life forever? The child who picks up from his late father will be sure of living a better life than his brother who inherited millions from his father.

The boy who becomes heir to the millions could invest it and become richer but could also lavish the money thinking he will never get broke or could invest it in a business that may not be profitable and in the end become impoverished.

In the case of the brother, he may not become a millionaire but he will always use his knowledge to live a better life forever. It is significant for parents to tell children that knowledge is better than material things because knowledge remains with its owner forever. But material things can be taken away from their owner, lost, or misused.

Most people want to be successful in life. Especially as the world becomes more globalised and digitised, they must be well educated. A person, who wants to be a great big businessperson must begin first by learning to sell small items and excel in doing business based on experience.

In the area of education, for instance, it

is risky to appoint someone as a School Principal who has not been a classroom teacher. The story is that there is no way for a person to carry a load that he/she does not have the strength for. For example, no matter how much a five-year old boy says he loves his father or mother, it is child abuse for them to give him a hundred-pound beg of maize to carry to the market.

Currently, our students at various levels are in the process of being prepared to take

the next step in training for serving our nation. Some of them may be privileged to enter universities in Tanzania or outside Tanzania. Whatever they opt to do after today, they should not take their graduation from high school to be the end of learning. Now is the beginning of learning for a better life.

We should prepare children for a better Tanzania because there cannot be a better Tanzania without educated citizens with the right skills and knowledge.



When your dream dies, just wake up and dream again

By Correspondent

WHEN I was young, I had a dream of becoming a lawyer but gradually, that later changed into becoming the first female Chief Justice in our country. At the end, I became none of that.

I was very determined, ok in my words, but my actions were not collaborating with me. You see, I am a versatile learner. I get easily bored of doing the same thing over and over. So even though I have an absorbing memory and was able to easily remember in the exams what the teachers had said during the term, I never kept still.

I used to skive off through the primary fence to buy doughnuts. I also skipped classes in high school and missed evening preps altogether most of the time.

Given the way our country's education system is wired, you either toe the line or fall down the abyss. I fell down the abyss. I never got grades to take me to university, leave alone that Law degree.

All did not get lost though: I still made my way through undergraduate and graduate schools. But in the eyes of my grandmother, I was a lawyer. That is the name she called me to her death bed. Even on her phonebook, she had saved me as a

lawyer. My loving uncle up until recently still called me Chief Justice!

Over the years, I have had many other dreams which fortunately or unfortunately have come to naught. Some of those dreams have been very dear and hard to let go while others, well, I easily let slide.

I am sure you have also had your fair share of dreams. Some have lived while unfortunately, others have died. What is important is that you should not stop chasing another dream when one fails to materialise.

When I grow up, I want to be so and so. By age so, I will be married. I will own my own house. I will have children. I will have travelled the world. I will be earning a six-figure salary; I will have published my first book. I will have done this and that.

Then dream killer strikes! It is not an easy thing to acknowledge the death of a dream, let alone let the dead dream go. If you are like me, you are always resuscitating dreams, putting them on life support, and continuing to pay huge emotional, financial, mental, social, and physical price to keep such dreams alive.

At some point you realise you must face the reality that your beloved dream is no more. And then allow the grieving process to begin: easier said than done?



As I continue to grow, I am reconciling with the reality that dreams can and do die. The reality that holding on to some of these dreams to the detriment of even my health is not a wise choice continues to dawn on me very day but the willpower to let go is something else together.

I have been taking stock of my dreams, big and small, consequential and not so consequential and putting to rest those that are no longer breathing.

One of the things I have realised with the loss of a dream as with the loss of a loved one is that the grieving process swings into action immediately.

As with the loss of human life, the grieving process of a dream does not follow the chatted path. Instead of moving from one stage to another, it is mixed-up maze of emotions and stages.

I teach a personal development course 'Integrated Living' and one of the hard lessons is on 'mortality' which means accepting the fact that one is mortal namely limited in strength, ability, control and span of life.

It is not easy to accept one's mortality, especially when faced with loss of dreams and loss of life. And that is why the bargaining stage of grief is there. We cannot for the life of us believe that our dream, our loved one is slipping from us and there is nothing we can do to stop this.

Gordon Neufeld and Gabor Mate in their book 'Hold on to Your Kids: Why Parents Need to Matter Than Peers' call this feeling 'futility'. Realising your limitation, it is such an asset in life.

Unfortunately, many of us do not acquire this life-giving skill while young and thus struggle through the rest of their lives fighting futilities on a wrestling match with futility and a losing at that.

We never learned early enough that dreams like human beings can say a resounding NO to your advances. That dreams can reject you and you would do well to reconcile with the rejection rather than engage in the futility of fighting is an important lesson.

Once you engage in the grieving process of your dreams, you are on a path toward healing and freedom. Yes, the initial shock might reel you back 100 steps but you will go through if you choose to, even when everything in your system is telling you otherwise.

You may know people who have been stuck in grief stages for years, numb, completely unable to move beyond shock and all through to acceptance. Once again, it is a life skill, one that we will all do well to cultivate in our lives and intentionally teach the younger ones for their overall wellbeing.

Unlike in the loss of human life where we perform elaborate funeral rites and finally bury the dead, dream corpses are not so easy to bury. All in all, the beauty of dreams is that you can always dream again. You can dream new dreams as long as life is flowing through your veins. You can accomplish your dreams even if you have buried some. ***So, arise and shine. Dream again and make it a reality!***



WHY SUCCESSION PLANNING MATTERS

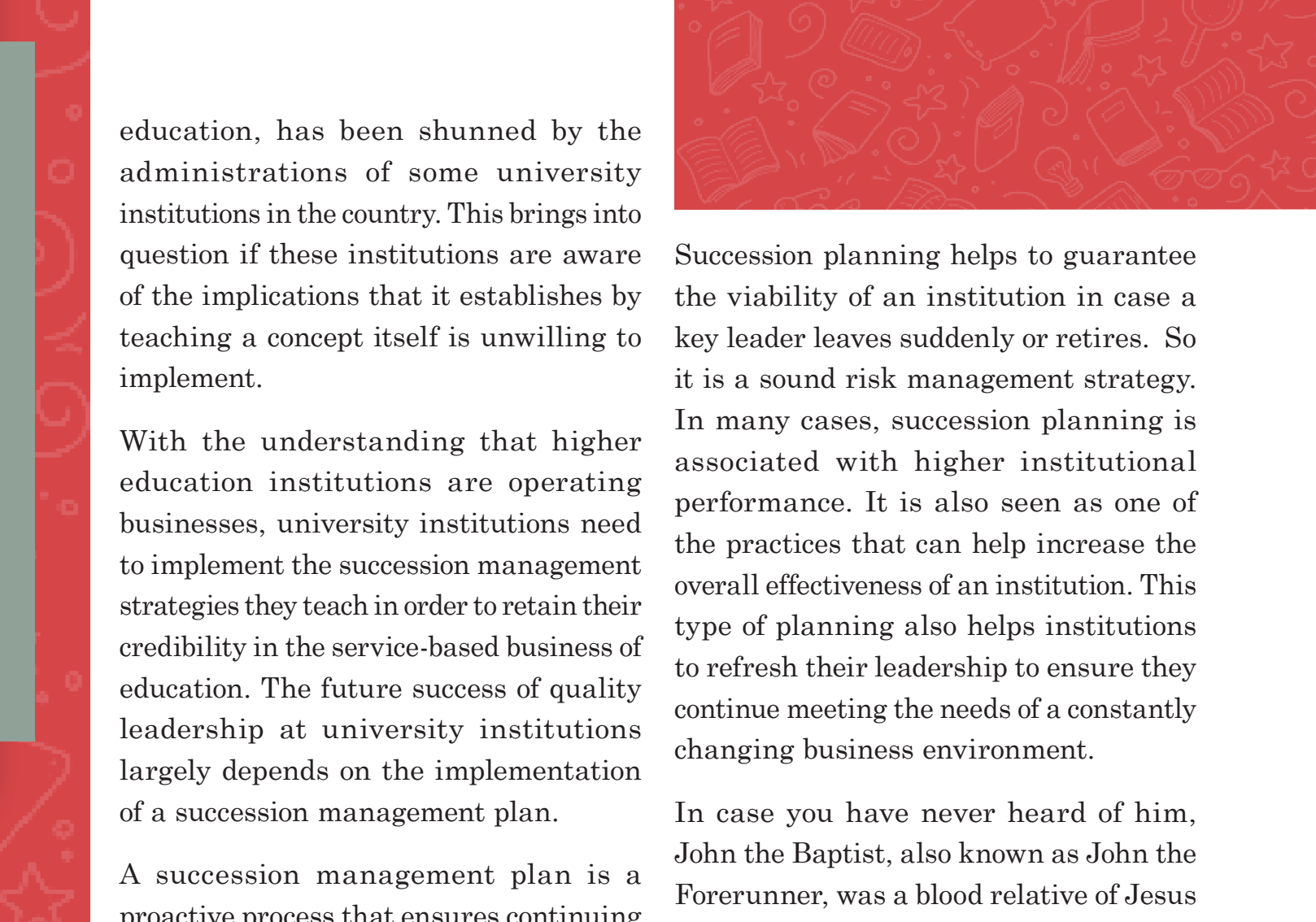


By Correspondent

THE NEED FOR SUCCESSION PLANNING IN UNIVERSITY INSTITUTIONS

“Practice what you preach” is often a phrase used to emphasize the importance of maintaining one’s integrity through performing as one advises others. In the case of succession management, this phrase can be used to emphasize the differences between educators and practitioners. It is the practice of educators to instill in students the understanding that a succession plan is necessary for business practices.

However, while the corporate world has embraced the model of succession management, the concept, although emphasized in the classroom in higher



education, has been shunned by the administrations of some university institutions in the country. This brings into question if these institutions are aware of the implications that it establishes by teaching a concept itself is unwilling to implement.

With the understanding that higher education institutions are operating businesses, university institutions need to implement the succession management strategies they teach in order to retain their credibility in the service-based business of education. The future success of quality leadership at university institutions largely depends on the implementation of a succession management plan.

A succession management plan is a proactive process that ensures continuing leadership committed to the institution's values, mission, and strategic plan.

Succession planning is a long-term preparation process for developing replacements for the key positions to ensure continuing leadership in an institution. The probability of both short-term and long-term leadership continuity in university institutions can be increased if the institution has established systematic and effective succession planning.

Some university institutions are facing an impending leadership crisis, which is the lack of future leaders, and they need to have succession planning to ensure their institutional leadership continuity in the future.

Succession planning helps to guarantee the viability of an institution in case a key leader leaves suddenly or retires. So it is a sound risk management strategy. In many cases, succession planning is associated with higher institutional performance. It is also seen as one of the practices that can help increase the overall effectiveness of an institution. This type of planning also helps institutions to refresh their leadership to ensure they continue meeting the needs of a constantly changing business environment.

In case you have never heard of him, John the Baptist, also known as John the Forerunner, was a blood relative of Jesus Christ through his mother Elizabeth whom biblical scholars described as related to Mary, mother of Jesus.

John who lived in the early first century AD was a rebel. He was a self-proclaimed prophet of God who lived in the wilderness of Judah and baptised his followers in the waters of the river Jordan. Over his years of living preaching in the wildness, John acquired large followership and drew the attention not only of the average person but also of Priests, Pharisees and even Herod Antipas, the Roman ruler of Galilee, who it is said had great respect and fear of him.

A great feature in the story of John the Baptist was that all through his time living and preaching as a man of God

in the wilderness, he echoed a constant message to his followers to the effect that there was someone far greater than him in holy might and stature who was on his way to take over the role of messianic prophecy from him, and that although he did not know who that person was, he would recognise him once he set eyes on him. And, so it came to be that when Jesus himself made his way down to the river Jordan, John instantly recognised him as that 'someone'.

What followed next has been widely quoted in the scriptures; John offered himself to Jesus for baptism, but Jesus declined, instead asking John's favour in his baptism which John offered in full humility. In

doing so, John recognised that his work in preaching salvation was coming to an end and that he should, and would give up the responsibility and spotlight to Jesus, and this he did by saying the famous words, "He must become greater, I must become less".

Anticipating and facilitating succession from own leadership is one of the most important but least thought and followed through attributes of good leaders today. Many leaders in these times forget that after spending considerable time and effort building a legacy the only way to ensure that it lasts is by grooming and eventually

passing on the leadership baton to the next in line to build onto your mission.

Some university institutions are facing an impending leadership crisis, which is the lack of future leaders, and they need to have succession planning to ensure their institutional leadership continuity in the future.

Maintaining and building on legacy though is only one of the several benefits that good corporate succession planning brings with it. Where succession planning is done well, employees tend to perform well as they prepare to take over positions that they are

being prepared for. This has the positive impact of driving up staff motivation and overall performance as well as reduction of staff turnover risk.

Furthermore, institutional stakeholders tend to show more trust in the leadership of institutions that engage in this practice

because they can rest safe in the knowledge that skills are being proactively passed from one generation of leaders to another and because this is the case they know that the institution will spend less time and effort in filling vacant positions. This is because filling those positions internally costs much less than having to go through headhunting and external recruitment.

Most importantly though and (selfishly I may add), as a corporate leader, you are never truly released into higher positions of responsibility until you have taken the time and effort to groom a successor whom the institution feels comfortable with.

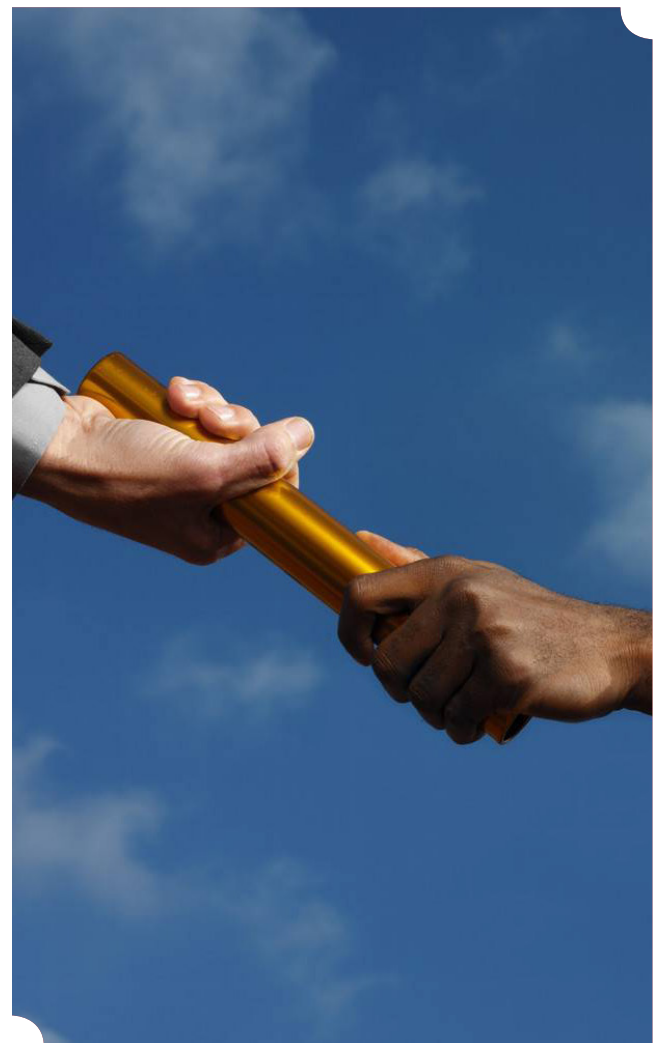
The big trick with successful planning for succession lies in the early identification of a suitable successor. Identifying the right successor early in the day gives plenty of time for the institution to start the investment process that will be required to prepare them for the role they are to take over. The methods of identification vary from institution to institution, but all revolve around the process of seeking out those employees who are most engaged and that demonstrate the most potential for growth beyond their current roles.

If done well, the practice of succession planning could end up becoming the single most important element of an institution's culture because of its ability to future-proof the institution from potential leadership gaps.

Besides, as individuals, we leave lasting memories with the people that we groom and eventually handover to, like in the

case of the handover between John and Jesus where, in Luke 7:28, Jesus declared John the Baptist to be the greatest man to have ever lived when he said, "I tell you, among those born of women there is no one greater than John". This was probably in reference to his baptism by John which signified the moment of the succession handover.

Hence, a succession management plan is the most effective way of attaining this desired outcome. To operate as a modern institution in the corporate world, there is a need for university institutions to exercise succession planning management.





WHY RESEARCH AND INNOVATION ARE CATALYSTS FOR DEVELOPMENT

Research and Innovation are crucial for the growth of the economy and country. The exhibition serves to showcase and encourage research and innovation.

By Jacob Mosenda

AFTER witnessing an exciting one-week innovation exhibitions held in Dodoma from May 16 to 20, 2022, education and development stakeholders shifted their eyes and ears to yet another important week, the Research and Innovation week 2022 of the University of Dar es Salaam (UDSM).

The exhibitions, which began on May 24, 2022 on the outskirts of Mwalimu

Julius Nyerere Campus (Mlimani), Dar es Salaam, comes at a time when the government is in the process of improving the curriculum and reviewing the Education Policy to make Tanzania's education more productive.

According to experts, the same enthusiasm witnessed in Dodoma that saw frameworks unveiled for how the country will use local innovations to make progress should be applied in discussing how Tanzania's research can be used to influence policies for social change.

In Dodoma, the Ministry of Education, Science and Technology organised a one-week exhibitions, providing a platform for young innovators to showcase their creative sides.

The event that culminated on Friday, May 20, 2022, coincided with the Science, Technology and Innovation (MAKISATU) competition bringing hundreds of innovators from all levels of education to demonstrate their great potential in using technology.

Stakeholders emphasised that through innovation, the country's rapid economic growth was inevitable and called on the government to monitor all innovators and support them so that they can improve their creativity and attract the market.

Chance to dialog research in Tanzania

According to the UDSM Vice Chancellor, Prof. William Anangisye, the seventh anniversary of research and innovation week with the motto 'Research and Innovation for Social Benefits in Tanzania aims, amongst other things, to make the higher learning institutions stand out in research which is one of their main responsibilities to the society.

This, he says, will be achieved by UDSM innovators and researchers showcasing their activities, creativity, community service and knowledge exchange as a way to solve various challenges facing communities, especially on the path to achieving the government's goals of economic growth.

In this year's exhibition, Prof. Anangisye noted that out of 300 research and innovation projects, this year the university will showcase 103 best performing projects such as; the Off-grid mobile universal digital laboratory, Smart glove for hearing and speech impaired and Smelter for

Copper Extraction for Artisanal and Small Scale Miners (ASMs) in Tanzania.

"Because this is an opportunity for us to strengthen cooperation with various stakeholders nationally and internationally, there will be a special discussion of strategic partnerships that will involve stakeholders from the private and public sectors," Prof. Anangisye told the Correspondent.

The university, which has celebrated 60 years since its inception, making it the oldest in the country, has been allocating funds each year to fund its researchers and innovators, many of whom will be presenting their research

According to the institution's research grant coordinator, Dr. Mathew Senga, grants amounting to Sh 7.45 billion have already been spent since 2018 when they first began allocating funds for that purpose.

"Our innovators and researchers have been getting funds through competitions as it is a competitive research and innovation grant where people submit project proposals that are competitive based on the criteria we set," says Dr. Senga, adding that the goal is to ensure projects are productive in the community.

In 2018 / 2019 they allocated Sh1 billion and received 198 proposals out of which 55 qualified for the fund. In 2019 /2020 there were 231 proposals of which 49 were granted Sh 1.4 billion that year.

"In 2020 / 2021, 257 project applications were submitted of which 66 qualified and were given Sh 1.9 billion. In this year 2021 / 2022, we received applications from 229 projects where the winners were 88 projects with Sh 3.15 billion allocated this year," he explained.

"We have been doing this because as

a university we have a responsibility to conduct productive research in the community and help solve existing challenges,” he noted.

The Deputy Vice Chancellor, Research of UDSM, Prof. Bernadeta Killian said the event provides an opportunity for companies to see existing projects and see how they can enter into partnerships with researchers for the execution of the findings for the benefit of the nation.

Research situation in Tanzania

Development experts believe that research and development are two inseparable aspects that have to be taken into consideration for any country’s development agenda to be successful.

However, they say in many less developed countries, like Tanzania, the uptake of research in development policy formulation and implementation is inadequate.

“Research is paramount for meaningful development. Without research development efforts would be baseless. Different forms of research may be conducted according to existing needs and expected results,” said Dr. Moses Mtambalike, a research consultant based in Mwanza.

“The search for knowledge and skills is the one that enables policymakers to determine the right kind of policy to formulate and implement for proper development planning,” he said.

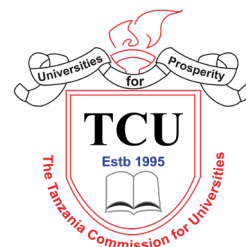
Thus, Dr. Mtambalike believes that the celebration of research and innovation week is a great opportunity for governments and researchers to discuss how to enhance social services through various research and innovation outcomes.

“Our innovators and researchers have been getting funds through competitions as it is a competitive research and innovation grant where people submit project proposals that are competitive based on the criteria we set,”

- says Dr. Senga



THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
TANZANIA COMMISSION FOR UNIVERSITIES



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Issued by:

Prof. Charles D. Kihampa

EXECUTIVE SECRETARY



The Saint and a Scorpion

By Emmanuel Lyimo

IN recent years, integrity has become a business buzzword. Most higher education institutions refer to it as one of their core values. Despite its common use, however, integrity is a fluid concept.

In this article, through a story of the

saint and a scorpion, we take a look at the subject of integrity. What it is, its benefits and how to show integrity in the workplace.

One day a saint went to a river to bathe. There he noticed a scorpion struggling in the water near him. Scorpions cannot swim and the saint knew that if he did not save the scorpion, it would be drown.

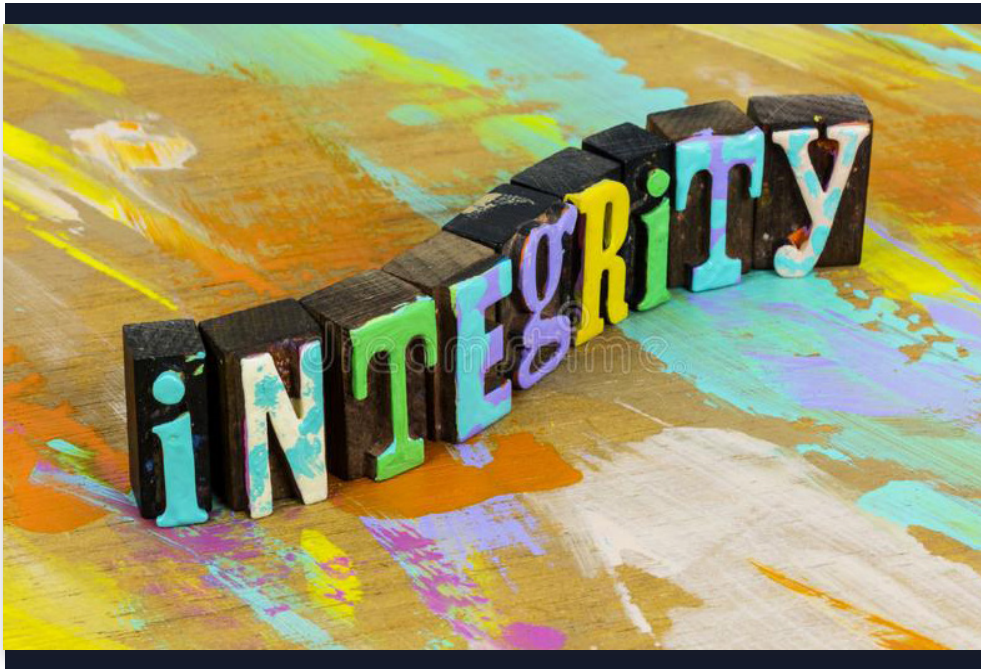
Therefore, the saint carefully picked up the struggling scorpion, trying to rescue it from the water. But as he was just about to set it on land, the scorpion stung his finger. The sharp pain from the sting made the saint instinctively fling his hand, and the scorpion went flying back into the water.

As soon as the saint gained his composure from the pain, he attempted to rescue the troubled creature again. But as earlier, the scorpion stung him again before he could safely keep it on the land. So the affair repeated several times as the saint continued his attempt to save the scorpion while the creature attacked its savior every time.

The saint's disciples watched the incident for a while and were worried for the saint, who was staggering from the pain. The disciple requested the saint to leave the vicious creature on its own. The saint ignored the request from his disciples and continued his attempt to save the scorpion until he finally succeeded. The disciples carried the reeling saint to his hut, treated him for his wounds and waited for the saint to get well.

After the saint regained consciousness, one of the disciples asked him why he let the scorpion attack him several times and continued to help it. The saint replied, "My dear child, the scorpion did not sting

Improve integrity within yourself and become a better employee



darkness in others' hearts should not be allowed to penetrate the lightness of our hearts.

Personal integrity is an inborn moral conviction to do what is right, and reject that which is wrong, regardless of the consequences attached to their decisions.

me out of malice or evil intent. Just as it is the water's nature to make things wet and fire's nature to burn, it is in the scorpion's nature to sting."

"The ignorant creature kept stinging me because its comprehension was not significant enough to realise that I was trying to help. But just as it is the scorpion's nature to sting, so it is my nature to save," said the saint.

"Just as he did not leave his nature, why should I leave my nature? I must help any soul in need. I should not let the stings from scorpion rob me from performing my duty as a savior."

In our lives, we will encounter people who may harm us intentionally or unintentionally. We should never let our integrity (actions, thoughts and words) be affected by the negativity of others. We should continue to perform our duty with love and honesty, even if others do not reciprocate our righteous actions. The

Integrity is one of the most crucial qualities that recruiters seek in the employees they hire. Integrity involves moral and ethical principles. It is important to follow ethical standards and moral values in your workplace. People with integrity are considered trustworthy.

All successful businesses are built on relationships. Qualities such as honesty, integrity, and trust are fundamentals that help maintain relationships. In the absence of integrity, the relationship between coworkers may damage which may lead to a decline in productivity. Therefore, integrity is very important in the university institutions for effective institutional performance.

Moreover, having integrity is also one of the most significant traits of professionalism as it promotes a good work environment. Having ethical standards can also help you achieve your professional goals.

SPORTS DAY



The Power of Learning to Sit and Listen in Silence

By Correspondent

ONCE, a farmer lost his precious watch while working in his barn. It may have appeared like an ordinary watch to others, but held a deep sentimental value for it. After searching high and low among the hay for a long time, the old farmer got exhausted. The tired farmer did not want to give up the search for his watch. He requested a group of children playing outside the barn to help. He promised an attractive reward for the person who can find his beloved watch. After hearing about the reward, the children hurried inside the barn and went through and around the entire stack of hay to find the watch. After a long time of looking for a watch in the hay, some of the children got tired and gave up. The number of children looking for the watch slowly decreased and only few tired children were left.

The farmer gave up all his hope to find the watch and called off the search. Just when the farmer was closing the door, a little boy came up to him and requested the farmer to give him another chance. The

farmer did not want to miss any chance of finding the watch, so he let the little boy in the barn. After a little while, the little boy came out with the watch in his hand. The farmer was happily surprised and asked how the boy succeeded to get the watch while everyone including him had failed. The boy replied, "I just sat there and tried listening to the ticking of the watch. In silence, it was much easier to listen to it and direct the search in the direction of the sound". The farmer was delighted to get the watch and rewarded the little boy as promised.

A peaceful and relaxed mind can think better than a worked-up mind. Once in a while allow a few minutes of silence to your mind. Sometimes all you need to do is relax and listen. It is on this note the Tanzania Commission for Universities (TCU) conducted the TCU Sports Day 2022 on March 12 at the Accountancy Professional Centre (APC) Grounds in Dar es salaam.

TCU Sports Day is an opportunity for TCU Staff to get away from their desks, refresh their mindsets and make more personal connections. It is a chance to

TCU Sports Day 2022

break down the corporate barriers and let your personality shine through. This help to make sure that staff have consistent opportunities to maintain and build upon their relationships, thus making the office environment more friendly and harmonious.

Being a participant of TCU Sports Day 2022, I can say there is nothing like a great game to bring us all together. It is also a way to improve our physical fitness, relax and have fun.







The TCU Director of Admissions Coordination and Database Management, Dr. Kokuberwa Katunzi-Mollel (standing) speaking during the climax of the TCU Sports Day 2022.





WHY EFFECTIVE CORPORATE GOVERNANCE CRUCIAL IN UNIVERSITY INSTITUTIONS

By Correspondent

Corporate governance is a system of rules, practices and processes by which institutions are directed and controlled. It involves balancing the interests of the institution's stakeholders, such as investors, executives, management, customers, suppliers, financiers, the government and the community.

Since corporate governance also provides the framework for attaining an institution's objectives, it encompasses every sphere of management from action plans and internal controls to performance measurement, corporate disclosures and transparency practices.

Bad corporate governance practices cast doubt on an institution's reliability, integrity or obligations to stakeholders; all of which can have implications on the institution's well-being. Tolerance or support of misconduct or unethical practices can create scandals and damage the institution's image.

Corporate governance is significant to investors since it shows an institution's direction and business integrity. Good corporate governance helps institutions build trust with investors and the community. As a result, corporate governance helps promote financial viability by creating a long-term investment opportunity for market participants.

Most institutions strive to have a high

level of corporate governance. As it were, it is not enough for an institution to merely be profitable; it also needs to demonstrate good corporate citizenship through ethical behavior and sound corporate governance. Good corporate governance creates a transparent set of rules and controls.

In university systems, governance and management are two intrinsic domains related to the running of universities as autonomous institutions in terms of decision-making and setting institutional strategies for growth and development on the one hand and operationalisation of the decisions and the strategies on the other. Thus according to the Oxford White Paper on University Governance, the term 'governance' refers to processes of decision-making within an institution.

Furthermore, according to the Statement on Board Responsibilities for Institutional Governance published by the Association of Governing Boards of Universities and Colleges in the United States, there are eight principles of university governance as follows: Governing Board (the university council in the case of universities in Tanzania) as the overall university governing organ; Need for effective ways to govern while respecting the university decision-making culture; Setting guidelines for resource allocation, including approval of the university budget; Need for open communication with internal stakeholders; Commitment to accountability and transparency; Appointment process for the Vice Chancellor and assessment of his/her performance; Governance of a university with multi-campus colleges; and Relating the university to the communities it serves.

In university governance, the university council is the supreme governance

body, while the Senate is the supreme decision-making body on academic matters. However, decisions made by the Senate relating to policy issues usually need council approval, while for others council needs just to be informed. The council is supposed to be accountable for the mission and heritage of the institution and the transcendent values that guide and shape higher education and to the public, including parents, staff and students.

Nevertheless, the council is responsible for the strategic direction of the university through insistence on and participation in comprehensive and integrated institutional planning guided by the strategic plan and the involvement of internal stakeholders.

By virtue of their mission and purpose, universities have a tradition of academic freedom and constituent participation, referred to as 'shared governance' or 'collegial decision-making system' which is different from the business enterprises. Hence, the meaningful involvement of internal stakeholders of the university in deliberations leading to governance decisions contributes to effective institutional governance under the university council.

Among the tenets of academic freedom and institutional autonomy in universities are those related to academic staff being accorded significant responsibility (autonomy) for, and control of the curriculum and pedagogy. It has historically resulted in continuous innovation among universities worldwide and the concomitant effect that university curricula and pedagogy define the competitive edge of knowledge of a particular university and its production and transmission in the institution.

Moreover, institutional management is the activity of organising and controlling

the work done by deploying the available resources (financial, human and physical resources) to accomplish the mission, vision and objectives.

In the case of universities, the organisational setup of management consists of the university president or the vice chancellor as the executive head and chief executive officer. He/she is assisted by a team of officers of increasingly complex composition due to the complexity of the intra and inter-organisational management systems inherent in universities.

In Tanzania, the Universities Act, Cap. 346 of the Laws of Tanzania, the Handbook for Standards and Guidelines for University Education in Tanzania and the Charters of the individual universities provide general guidance on governance and management structures for universities. This is necessitated by the fact that the running of universities continuously becomes increasingly interdependent with external forces, including the need to address accountability of universities to external entities such as quality assurance agencies and in the management of institutional relationships with national, regional and international partners.

Besides, universities are autonomous actors with varying degrees of interdependence with, and legislated commitments to the stakeholders, including national quality assurance agencies. Therefore, in order to ensure the presence of sound, ethical governance systems and rational institutional decision-making mechanisms that support the achievement of the institution's mission and legal mandate, every university needs to institute clearly articulated governance structures that enable it to function effectively.

In university systems, governance and management are two intrinsic domains related to the running of universities as autonomous institutions in terms of decision-making and setting institutional strategies for growth and development on the one hand and operationalisation of the decisions and the strategies on the other.



ACADEMIC CERTIFICATE ISN'T THE MAGIC YOU NEED, WHAT YOU CAN DO MATTERS

By Correspondent

GRADUATING with a top-grade bachelor's or master's degree doesn't guarantee direct employment. Neither does a Master of Business Administration certification mean you know how to run a business nor does the name of the institution you graduated from, is significant.

Your degree doesn't matter. At least not as much as you think it does. Can you practically show it? What can you bring to the table, with a degree or master's certification? Well, that is what matters!

As much as it is true that a degree is an important record of your training on the fundamentals and learning how to think critically, it is crucial to step into lifelong

learning as well because learning is a perpetual action, not a means to an end. It doesn't matter as much as what you have learned since you graduated is tucked away in a drawer. You have to keep tabs and embark on a learning journey, blend into new trends of the world's workplace and the future of work.

What if your professional qualifications today might be replaced by a robot in the near future? Will your skills still be relevant? One human resource expert summed it up well at a recent career workshop: "Increasingly, I hear this mantra 'skills, not degrees'. It is not skilled at the exclusion of degrees. It is just expanding our perspective to go beyond degrees."



Equipping university students with real-world business skills

By Ingrid Barozi

FOR three days, Mzumbe University students had the opportunity to explore entrepreneurship and better understand the entrepreneurship process, thanks to the annual Mzumbe Entrepreneurship Camp held from May 11 to 13, 2022.

The event, which brought together scholars, students, entrepreneurs, business firms members of the public and other stakeholders involved presentations and exhibitions among others.

During the hands-on event, students learnt what it takes to start and sustain a business. They learnt skills that they can apply in every area of their life including how to develop and build upon their business ideas and create operational, financial and marketing plans for their businesses.

Mzumbe Entrepreneurship Camp was launched in May 2017 by the university's Resource and Incubation Centre to ensure students graduate with both theoretical

and practical skills.

Morogoro Regional Commissioner, Martin Shigella along with the District Commissioner of Mvomero, Dr. Halima Okash, alumni of Mzumbe University graced this year's event.

Students from Mzumbe University campuses including Dar es Salaam, Mbeya and the main campus at Morogoro participated in the entrepreneurship camp. The students gained knowledge on both the local and international markets as well as challenges in business and ways to overcome them. They also learnt about networking, how it works and ways to expand networking for a business or a project. Emphasis was put on creative innovation and inventions which are important especially when it comes to adjusting to the changes entrepreneurs are likely to face in the market.

Research was another important area discussed where students learnt the importance of research and how it helps in improving the market and developing institutions. Research also helps in generating new ideas and solving various

challenges.

The entrepreneurial camp also opened the students' eyes to management issues to help them cope with various situations and challenges they are likely to face in running their institutions.

Another important activity was the business pitch competition named in honour of Mzumbe University's late Prof. Honest Ngowi who died on a road accident. Fourteen students participated in the Prof. Ngowi Business Ideas Competition.

Out of these, five contestants from the main campus in Morogoro, Dar es Salaam and Mbeya campuses had the opportunity of pitching their ideas, where the best ones were awarded trophies and some cash to boost their businesses. The contestants were given 35 minutes to pitch their business ideas and were judged based on their ideas' place in the market, their creativity, expertism and ownership of the ideas.

Dr. Baraka Kambi, a lecturer in the Department of Marketing and Entrepreneurship at the University's School of Business said holding such camps at universities allows students and stakeholders to discuss entrepreneurship matters.

Such occasions, he said, provide participants with the skills and knowledge to utilize the country's resources and turn them into tangible products for sale in Tanzania and beyond. Entrepreneurial camps also give students the inspiration and motivation to become entrepreneurs.

He suggested considering entrepreneurship as a viable career option that should be perpetuated to build a strong private sector in the country.

Dr. Kambi said, "The entrepreneurship camp held at Mzumbe University was introduced by the current Vice Chancellor, Prof. Lughano Kusiluka, who believes that through entrepreneurship camps, there

is a possibility of producing students who will become billionaires of tomorrow....he wanted to have Elon Musks of Tanzania and to have some of these coming from Mzumbe University."

Dr. Kambi said the motivation and skills obtained through the entrepreneurship camp will enable students to decide their destinies. "This is the place to plant those seeds as some are already in entrepreneurship and others have future intentions to become entrepreneurs as entrepreneurship is the only place where people may become billionaires," he said.

He believes entrepreneurship camps motivate people and instill new seeds and ideas into the young generation.

Pitched business ideas

Graython Ndanzi, a second-year Bachelor's degree in Economics student from the main campus pitched a business idea on preparing improved avocado seeds. A second-year Bachelor's degree in Accountants and Financing student, Heri Msuya from the Dar es Salaam campus presented his Shule Value business idea, which would enable students to choose courses wisely.

Julieth Luyumunda, a second-year Bachelor's degree in Accounts and Finance student from the main campus presented her Chin Chin African cookies idea. These, she said improve the body's immunity and are capable of treating stomach ulcers.

Musa Chatama, a third-year student pursuing a Bachelor's degree in Accounts and Finance from the Mbeya campus pitched on avocado herbal tea for treating the sickle cell, bloating, balancing blood pressure and body glucose as well as preventing diabetes. Herman Edward, a Mzumbe University alumni pitched his Agrilife project idea on a technology to recycle organic waste into useful products like fertilisers and insecticides. Heri won third place, Julieth second place and Herman first place.



VARSITY MOVES TO ADDRESS UNEMPLOYMENT AMONG UNIVERSITY GRADUATES

By Correspondent

AS part of its efforts to tackle unemployment challenges among university graduates across the country, the University of Dar es Salaam (UDSM) has come up with various initiatives to ensure self-reliance amongst university graduates.

According to the Tanzania Commission for Universities (TCU), the number of

graduates has increased in recent years with statistics indicating that the number of graduates increases from 46,294 in 2017 to 54,810 in 2021.

The debate about unemployment among graduates has raged on for decades now that has prompted some universities such as Tumaini University Dar es Salaam College (TUDARCo) and UDSM to introduce entrepreneurship education among different degree programmes.

According to Dr. Winnie Nguni from the UDSM, the university has embarked on a Graduate Entrepreneurship Programme that seeks to empower university graduates with entrepreneurship skills.

“The programme has been instrumental in ensuring self-reliance amongst university graduates across the country. It offers entrepreneurship skills to ensure the survival of graduates, especially in this tight job market. It offers fresh entrepreneurship ideas and helps to improve ideas for those who have ideas,” she said.

Dr. Nguni said the programme that is fully funded by the UDSM has already reached 2000 graduates across 10 regions in Tanzania.

She added, “We will continue collaborating with various experts in innovation and technology transfer worldwide to nurture innovation, entrepreneurship, intellectual property rights and technology evaluation.”

It is on such a background that the University of Dar es Salaam (UDSM) organised the first Dar es Salaam University Entrepreneurship Forum that envisions building a bright future for an innovative young generation through entrepreneurship.

The forum provides a linkage between students and the line business agencies and enables students to acquire knowledge on business formalisation procedures to improve their competitiveness in the market.

It linked students with key business agencies including the Tanzania Bureau of Standards (TBS), Business Registration and Licensing Agency (BRELA), Small

Industries Development Organisation (SIDO) and Tanzania Trade Development Authority (TanTrade).

Addressing participants during the forum, the BRELA Legal Officer Vicensia Fuko said that it was equally important for startups to formalise their businesses, urging that the more businesses formalised, the more the country’s tax base broadens.

She added that the increase in tax base enables the government to spend on productivity-enhancing areas and pursue other social and economic policy objectives.

“Business name registration has now been simplified through the Online Registration System. I strongly encourage you to register your business names and companies. It doesn’t only provide security for your businesses but visibility as well,” she added.

The debate about unemployment among graduates has raged on for decades now that has prompted some universities such as TUDARCo and UDSM to introduce entrepreneurship education among different degree programmes.



Innovation

HIGHER EDUCATION STUDENTS ARE URGED TO BE INNOVATIVE

By Correspondent

HIGHER education students have been challenged to be innovative and do research that can have an impact on society.

Principal of the Dar es Salaam University College of Education (DUCE), Prof. Stephen Maluka on May 24, 2022 challenged the higher education students when speaking during the inauguration of the tentative programme for the research and innovation week, themed: “Research and Innovation for societal impact in Tanzania”.

Prof. Maluka said that society has different challenges that are required to be resolved by elites and students are among them.

“We have undergraduate and postgraduate students who collaborated with lecturers from different faculties and schools in the accomplishment of their projects and I

can assure you that those projects have an impact on our society since it aims at resolving issues that are facing us at large,” he said.

The DUCE Principal further added that there are undergraduate students who did research on visually impaired people around the campus and were innovative enough to come up with a project that intended to assist visually impaired people through their movements.

The Principal stated: “Innovation increases your chances to react to changes and discover new opportunities that also help foster competitive advantage as it allows you to build better products for your customers and be of service to your country.” We are working on making sure that these projects are being commercialised and legally protected so that when students finish their studies they will have the full legal right to enjoy the benefit of work,” he remarked.



WHY YOU SHOULD WANT TO BE A 'LEADER' INSTEAD OF A 'BOSS'

By Selemani Nzota

MANY progressive figureheads are steering away from using the title "Boss" preferring "Leader".

Personally, I use both terms quite loosely and interchangeably. However, I realise that the shift truly boils down to effective leadership.

As the dynamics of business and societal correspondence continue to evolve, so does the nature of business. In the industrial era, employees would find themselves spending their entire careers tied to a single organisation, which means that majority of the roles were fixed with

little chance of growth, and therefore, the regard for a boss carried a very different weight than it does today.

Employees today have the benefit of enjoying a multitude of career options that were not available in eras gone by. As society progresses, the construct of leadership is being re-evaluated by default.

When we think of a boss, many of us tend to think of someone who is in charge and when we think of "our boss" we may tend to think of a person who tells us what to do, whereas a leader is perceived to be a person who herds the way and motivates a group of people towards a certain goal.

The perceived difference between a boss and a leader is crucial. As we peel through the perception of the two titles (leaders versus bosses) I am optimistic that what will truly uncover is the growing desire for more effective leadership and what it can look like.

A boss may be reliant on their authority. On the other hand, a leader harbours an attitude of goodwill towards their team.

A boss might possibly inspire fear, while a leader generates enthusiasm. A boss could potentially place blame while a leader fixes problems.

A boss might perhaps demand that you accomplish a task whereas a leader coaches you through a project. A boss knows how it is done whereas a leader will show you how it is done.

Regardless of how we use the terms: boss and leader, it is paramount to evaluate good leadership, especially in our university institutions to ensure excellence of university education in Tanzania.

EVENTS ASSORTMENT IN PICTURES



The Minister for Education and Vocational Training in Zanzibar, Hon. Lela Muhamed Mussa is briefed by the TCU Senior Quality Assurance Officer, Thea Mtau, at the TCU's pavilion during the Third Exhibitions on Higher Education Week in Zanzibar on June 22, 2022 at Mapinduzi Square Michenzani, Unguja.



The Minister for Education and Vocational Training in Zanzibar, Hon. Lela Muhamed Mussa receives a souvenir from TCU, presented by the TCU Quality Assurance Officer, Rajabu Shabani, when the Minister visited the TCU's pavilion during the Third Exhibitions on Higher Education Week in Zanzibar on June 22, 2022 at Mapinduzi Square Michenzani, Unguja.



The Deputy Minister for Education and Vocational Training in Zanzibar, Hon. Ali Abdugulam Hussein delivers his speech to officiate the opening of the Third Exhibitions on Higher Education Week in Zanzibar on June 18, 2022 at Mapinduzi Square Michenzani, Unguja. First right is the TCU Executive Secretary, Prof. Charles Kihampa.



The TCU Executive Secretary, Prof. Charles Kihampa gives a vote of thanks during the opening ceremony of the Third Exhibitions on Higher Education Week in Zanzibar on June 18, 2022 at Mapinduzi Square Michenzani, Unguja.

EVENTS ASSORTMENT IN PICTURES



The TCU Executive Secretary, Prof Charles Kihampa (first right) in a tete-a-tete with the Head of Higher Education Unit, Zanzibar's Ministry of Education and Vocational Training, Ms. Aida Juma Moulid, during the opening ceremony of the Third Exhibitions on Higher Education Week in Zanzibar on June 18, 2022 at Mapinduzi Square Michenzani, Unguja.



TCU Quality Assurance Officers (right) brief the Deputy Minister for Education, Science and Technology, Hon. Omary Juma Kipanga (MP) when he visited the Commission's pavilion during the Technical and Vocational Education and Training Exhibitions at Jamhuri Stadium in Dodoma City on June 9, 2022.



Deputy Minister for Education and Vocational Training in Zanzibar, Hon. Ali Abdugulam Hussein is briefed by the TCU Senior Quality Assurance Officer, Ibrahim Mtweve at the Commission's pavilion during the Technical and Vocational Education and Training Exhibitions at Jamhuri Stadium in Dodoma City on June 9, 2022.



The Dodoma Regional Commissioner, Hon. Anthony Mtaka (left) looks at the TCU publications when he visited the TCU's pavilion during the Technical and Vocational Education and Training Exhibitions held at Jamhuri Stadium in Dodoma City from June 7 to 13, 2022.

EVENTS ASSORTMENT IN PICTURES



A roundtable discussion between the Tanzania Commission for Universities and Vice Chancellors and Principals/Provosts of universities and university colleges in Tanzania on current trends and the future of University Education in Tanzania. The discussion was held at LAPF Millennium Tower Conference Centre in Dar es Salaam on June 3, 2022.



A roundtable discussion between the Tanzania Commission for Universities and Vice Chancellors and Principals/Provosts of universities and university colleges in Tanzania on current trends and the future of University Education in the country. The discussion was held at LAPF Millennium Tower Conference Centre in Dar es Salaam on June 3, 2022.



Zanzibar's First Vice-President, Hon. Othman Masoud Othman (right) is briefed by the TCU Director of Admissions Coordination and Database Management, Dr. Kokuberwa Katunzi-Mollel, when he visited the Commission's pavilion during the Innovation Week held at Jamhuri Stadium in Dodoma City from May 15 to 20, 2022.



The Minister for Education, Science and Technology, Prof. Adolf Mkenda (sitting centre), taking a souvenir photo with the TCU Director of Corporate Services, Mr. Buyamba Kassaja (right), and female TCU employees during a Women's Day celebration at TCU offices in Dar es Salaam on March 8, 2022.

EVENTS ASSORTMENT IN PICTURES



TCU staff pose for a group photo to mark International Women's Day.

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Free space for sourcing feedback from our esteemed readers allows you to share your honest feedback on the information we deliver to you through this Magazine.

For those interested in taking part, kindly send your input through es@tcu.go.tz or:

**The Executive Secretary,
Tanzania Commission for Universities,
P .O. Box 6562.
Dar es Salaam.**

Thank you for your continued support,

Editor

FREQUENTLY ASKED QUESTIONS



We have received questions regarding the services provided by the Tanzania Commission for Universities (TCU). The answers to each question are as follow:

1. How do I apply for admission into higher education institutions?

Answer: You should apply directly to your most preferred programme and institution. Applications are sent directly to the respective higher education institution.

2. How do I change a programme I have been admitted to in a subsequent admission window?

Answer: You should first cancel the previous admission/ selection and apply for another programme or institution.

3. How do I apply for a new admission after discontinuation from studies on academic grounds?

Answer: Fill in re-application form available on TCU website, attach the discontinuation letter and submit to TCU through email or postal address provided on the website. You can apply for admission in the institution of your preference. But not to the programme from which you discontinued.

4. How do I apply for transfer from one university to another?

Answer: You should seek clarifications from the institution you want to be transferred. Different institutions have different ways of receiving transfer requests.

5. How do I postpone studies?

Answer: You are advised to consult the respective institution that will guide you on

what to do. They will guide you on what to do. Procedures for postponement may vary from one institution to another.

6. How much do I have to pay for Foreign Award Assessment?

Answer: Currently, charges for assessment of foreign awards are as follows: Bachelor's degree is TZS 100,000 and TZS 150,000 for Postgraduate Awards.

7. How do I track the status of my application for Foreign Award Assessment?

Answer To know the status of your application, log in to your Foreign Award Assessment account and click on view button under Options. At the bottom of the page you will see the status of your application.

8. Can I submit a curriculum in a hard copy?

Answer: No, TCU has developed an online system known as Programme Management System (PMS) to facilitate university institutions to upload their curricula for accreditation and or re-accreditation. Thus, all curricula are submitted online through the PMS.

9. Does TCU charges fees for establishing a new university in Tanzania?

Answer: Tanzanian investor who wishes to establish university in Tanzania must pay a non-refundable fee of TZS 5,000,000. For non-Tanzanian investors the non-refundable fee is USD 5,000.

Poem



The Pursuit of Higher Education

*Higher Education
For some, it is a privilege
For others, it is a right
The difference between darkness
And a future that is bright*

*Some will think it is a burden
Where others see a gift
The key to moving forward
And to give your life a lift*

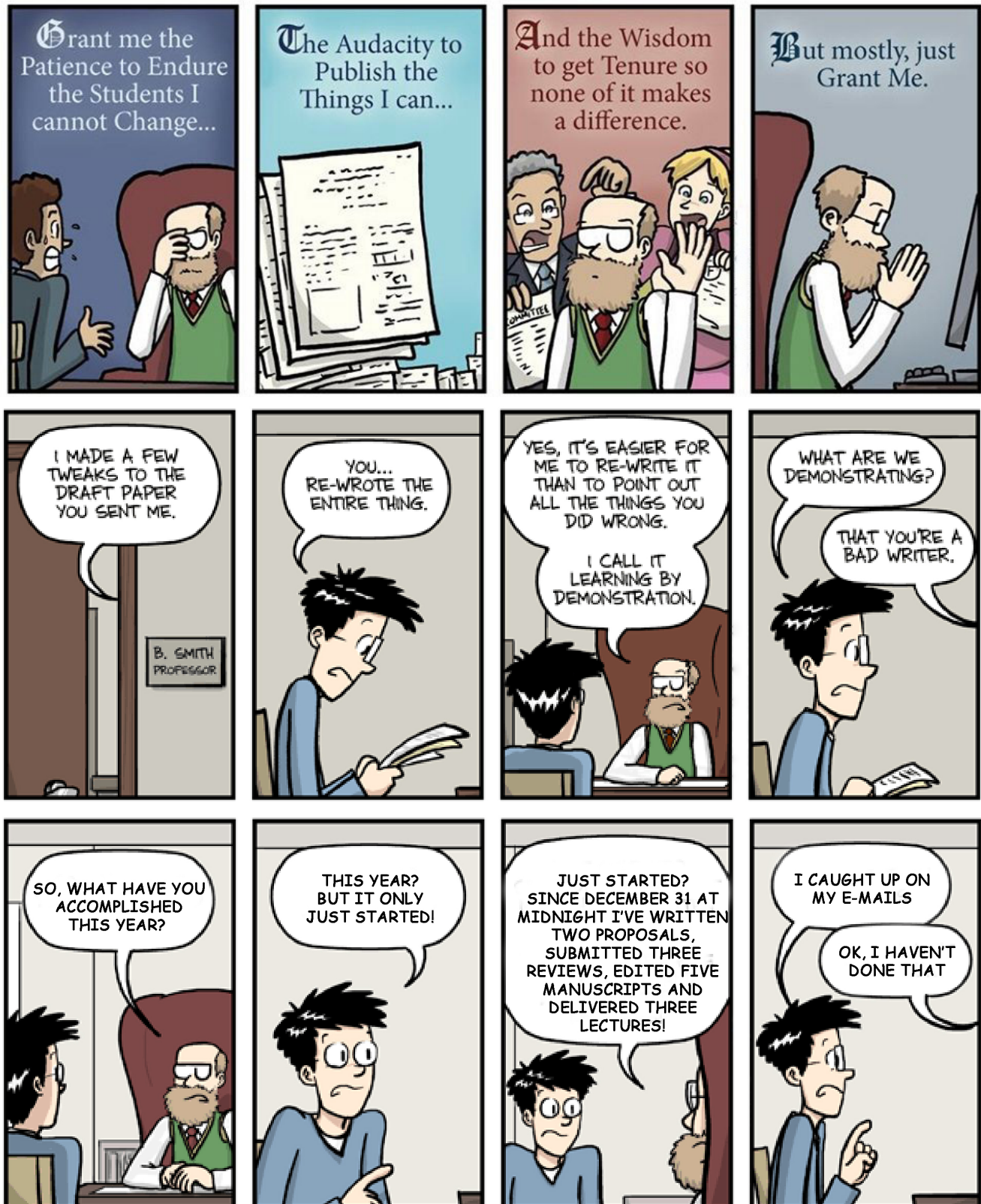
*If Higher Education is not your calling
Look beyond its doors
The world can be a teacher
Many adventures are in store*

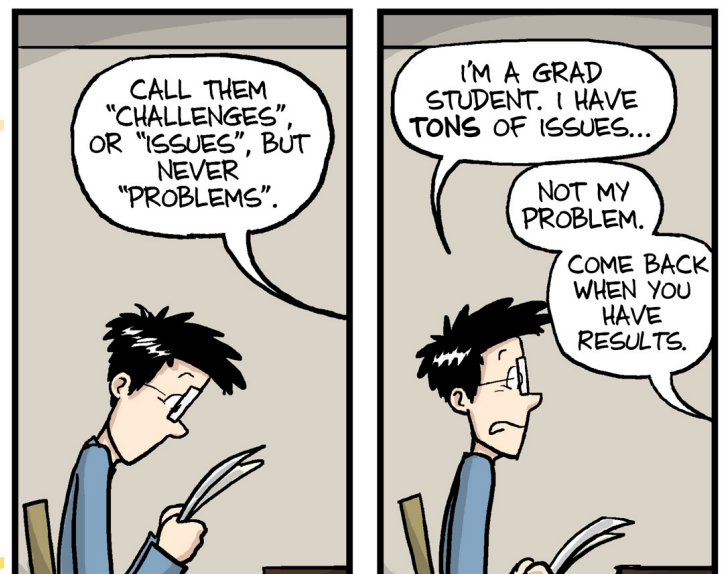
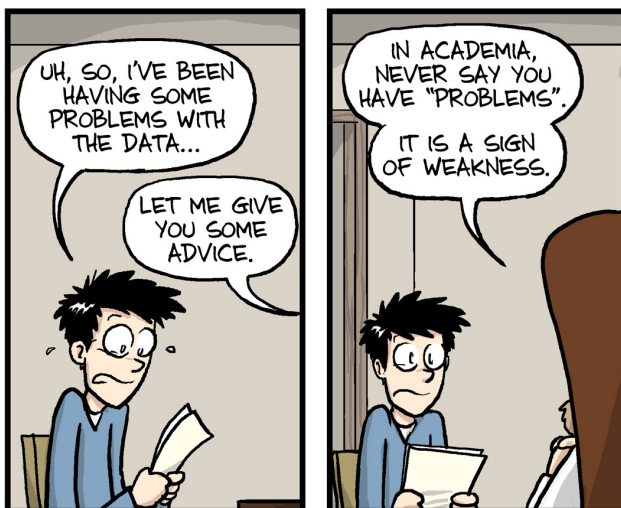
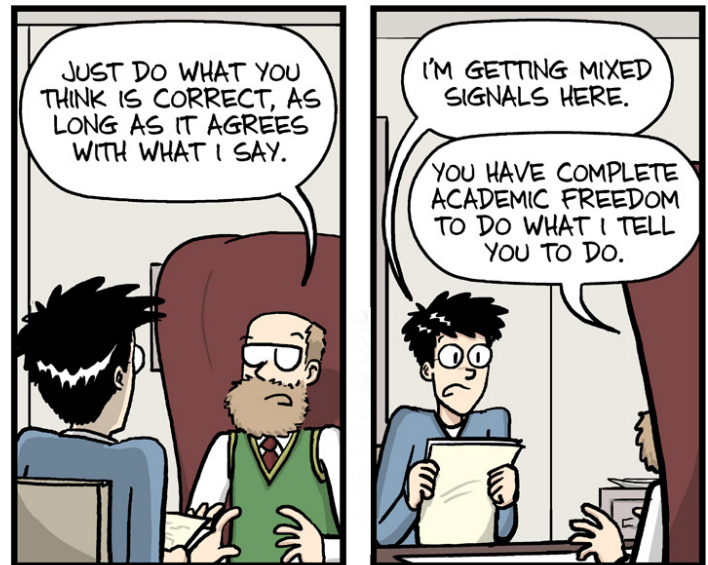
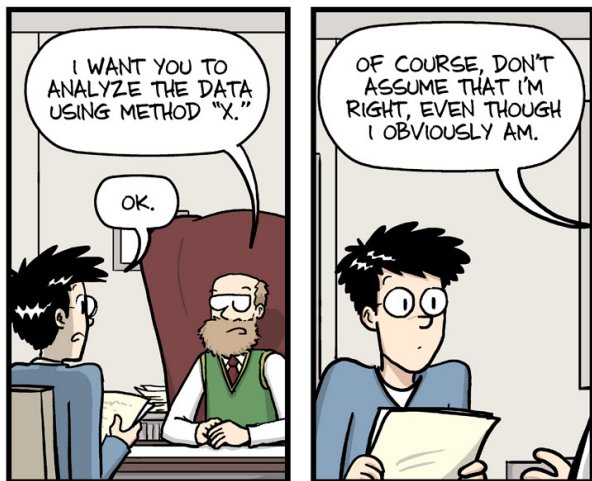
*As long as you are learning
Your education grows
That will lead to contributions
As you share the things you have learnt*



Cartoon / Jokes Corner

A Professor's Prayer





CORE PRINCIPLES IN RESEARCH



OCCAM'S RAZOR

"WHEN FACED WITH TWO POSSIBLE EXPLANATIONS, THE SIMPLER OF THE TWO IS THE ONE MOST LIKELY TO BE TRUE."



OCCAM'S PROFESSOR

"WHEN FACED WITH TWO POSSIBLE WAYS OF DOING SOMETHING, THE MORE COMPLICATED ONE IS THE ONE YOUR PROFESSOR WILL MOST LIKELY ASK YOU TO DO."

Academic Guilt



This Will Surely Make You Laugh!

Job interview

Reaching the end of a job interview, the Human Resources Officer asks a young engineer fresh out of the university:

Human Resources Officer: "And what starting salary are you looking for?"

The engineer: replies "In the region of Tshs. 30,000,000 a year, depending on the benefits package."

Human Resources Officer: "Well, what would you say to a package of three months paid vacation, 14 paid holidays, full medical and dental, and a company car leased every two years, say, a red Lamborghini?"

The engineer: Sits up straight and says, "Wow! Are you kidding?"

Human Resources Officer: replies, "Yeah, but you started it."

*_*_*_*_*_*_*_*_*_*_*_*_*_*_*_*

Weird Job descriptions

Lawyer: who writes a 15,000-word document and calls it a "brief."

Accountant: who knows the cost of everything and the value of nothing.

Auditor: who arrives after the battle and bayonets all the wounded.

Banker: who lends you his umbrella when the sun is shining and wants it back the minute it begins to rain.

Economist: who will know tomorrow why the things he predicted yesterday didn't happen today.

Statistician: who is good with numbers but lacks the personality to be an Accountant.

Programmer: who solves a problem you didn't know you had, in a way you don't understand.

Diplomat: who can tell you to go to hell in such a way that you will look forward to the trip.

Has anyone got more?



LIST OF ACCREDITED UNIVERSITY INSTITUTIONS IN TANZANIA AS OF JUNE 30, 2022

1: FULLY FLEDGED UNIVERSITIES

1A: Public Universities

SN	Name of the University	Approved Acronym	Head Office	Current Status
1.	University of Dar es Salaam	UDSM	Dar es Salaam	Accredited and Chartered
2.	Sokoine University of Agriculture	SUA	Morogoro	Accredited and Chartered
3.	Open University of Tanzania	OUT	Dar es Salaam	Accredited and Chartered
4.	Ardhi University	ARU	Dar es Salaam	Accredited and Chartered
5.	State University of Zanzibar	SUZA	Zanzibar	Accredited
6.	Mzumbe University	MU	Morogoro	Accredited and Chartered
7.	Muhimbili University of Health and Allied Sciences	MUHAS	Dar es Salaam	Accredited and Chartered
8.	Nelson Mandela African Institution of Science and Technology	NM-AIST	Arusha	Accredited and Chartered
9.	University of Dodoma	UDOM	Dodoma	Accredited and Chartered
10.	Mbeya University of Science and Technology	MUST	Mbeya	Accredited and Chartered
11.	Moshi Cooperative University	MoCU	Moshi	Accredited and Chartered
12.	Mwalimu Julius K. Nyerere University of Agriculture and Technology	MJNUAT	Musoma	Provisional Licence ¹

¹Not permitted to admit students

1B: Private Universities

SN	Name of the University	Approved Acronym	Head Office	Current Status
1.	Hubert Kairuki Memorial University	HKMU	Dar es Salaam	Accredited and Chartered
2.	Tumaini University Makumira	TUMA	Arusha	Accredited and Chartered
3.	St. Augustine University of Tanzania	SAUT	Mwanza	Accredited and Chartered
4.	Zanzibar University	ZU	Zanzibar	Accredited and Chartered
5.	University of Arusha	UoA	Arusha	Certificate of Full Registration (CFR) and Chartered
6.	Teofilo Kisanji University	TEKU	Mbeya	Certificate of Full Registration (CFR) and Chartered

SN	Name of the University	Approved Acronym	Head Office	Current Status
7.	Muslim University of Morogoro	MUM	Morogoro	Accredited and Chartered
8.	St. John's University of Tanzania	SJUT	Dodoma	Accredited and Chartered
9.	Catholic University of Health and Allied Sciences	CUHAS	Mwanza	Accredited
10.	St. Joseph University in Tanzania	SJUIT	Dar es Salaam	Accredited
11.	United African University of Tanzania	UAUT	Dar es Salaam	Certificate of Full Registration (CFR)
12.	University of Iringa	UoI	Iringa	Accredited
13.	Abdulrahman Al-Sumait University	SUMAIT	Zanzibar	Accredited
14.	Mwenge Catholic University	MWECAU	Moshi	Accredited
15.	Ruaha Catholic University	RUCU	Iringa	Accredited
16.	Aga Khan University	AKU	Dar es Salaam	Accredited and Chartered
17.	Kampala International University in Tanzania	KIUT	Dar es Salaam	Certificate of Full Registration (CFR)
18.	Mwanza University	MzU	Mwanza	Provisional Licence ²

²Not permitted to admit students

2: UNIVERSITY COLLEGES

2A: Public University Colleges

SN	Name of the Institution	Approved Acronym	Affiliation	Head Office	Current Status
1.	Mkwawa University College of Education	MUCE	University College under UDSM	Iringa	Accredited and Chartered
2.	Dar es Salaam University College of Education	DUCE	University College under UDSM	Dar es Salaam	Accredited and Chartered
3.	Mbeya College of Health and Allied Sciences	MCHAS	Campus College under UDSM	Mbeya	Accredited
4.	Mbeya University of Science and Technology – Rukwa Campus College	MUST-RC	Campus College under MUST	Rukwa	Accredited
5.	Mzumbe University Mbeya Campus College	MU – Mbeya Campus College	Campus College under MU	Mbeya	Accredited
6.	Mzumbe University Dar es Salaam Campus College	MU – Dar es Salaam Campus College	Campus College under MU	Dar es Salaam	Accredited
7.	Sokoine University of Agriculture – Mizengo Pinda Campus College	SUA – MPC	Campus College under SUA	Katavi	Accredited

2B: Private University Colleges

SN	Name of the Institution	Approved Acronym	Affiliation	Head Office	Current Status
1.	Kilimanjaro Christian Medical University College	KCMUCo	University College under TUMA	Moshi	Accredited and Chartered
2.	Tumaini University Makumira, Dar es Salaam College	TUDARCo	University College under TUMA	Dar es Salaam	Accredited and chartered
3.	Stefano Moshi Memorial University College	SMMUCo	University College under TUMA	Moshi	Certificate of Full Registration (CFR) and Chartered
4.	Archbishop Mihayo University College of Tabora	AMUCTA	University College under SAUT	Tabora	Accredited
5.	St. Francis University College of Health and Allied Sciences	SFUCHAS	University College under SAUT	Morogoro	Certificate of Full Registration (CFR)
6.	Jordan University College	JUCo	University College under SAUT	Morogoro	Accredited
7.	Stella Maris Mtwara University College	STeMMUCo	University College under SAUT	Mtwara	Certificate of Full Registration (CFR)
8.	Marian University College	MARUCo	University College under SAUT	Bagamoyo	Accredited
9.	St. Joseph University College of Health and Allied Sciences	SJCHAS	University College under SJUIT	Dar es Salaam	Certificate of Full Registration (CFR)
10.	Catholic University College of Mbeya	CUCoM	University College under SAUT	Mbeya	Accredited

3: UNIVERSITY CAMPUSES, CENTRES AND INSTITUTES

3A: Public University Campuses, Centres and Institutes

SN	Name of the Institution	Approved Acronym	Affiliation	Head Office	Current Status
1.	Institute of Marine Sciences	IMS	University institute under UDSM	Zanzibar	As per status of the Mother University
2.	Kizumbi Institute of Cooperative Business Education	KICoB	University institute under MoCU	Shinyanga	As per status of the Mother University

3B: Private University Campuses, Centres and Institutes

SN	Name of the Institution	Approved Acronym	Affiliation	Head Office	Current Status
1.	St. Augustine University of Tanzania, Dar es Salaam Centre	Pending	University Centre under SAUT	Dar es Salaam	As per status of the Mother University
2.	Stefano Moshi Memorial University College, Mwika Centre	Pending	University Centre under SMMUCo	Moshi	As per status of the Mother University
3.	St. Augustine University of Tanzania, Arusha Centre	Pending	University Centre under SAUT	Arusha	As per status of the Mother University

“
Education is not the
learning of the facts,
but the training of the
mind to think
”

Albert Einstein, a theoretical physicist
1879–1955

LIST OF OVERSEAS STUDENT RECRUITMENT AGENCIES LICENSED TO OPERATE IN TANZANIA AS OF JUNE 30, 2022

Under Regulations 47(1) (d) and (f) of the Universities (General) Regulations, G.N 226 of 2013, no person or institution, whether local or foreign shall without the express approval of the Commission advertise to offer any university level award, organise exhibitions on university education or recruit students in the United Republic of Tanzania to join foreign university institution.

In recent years, Tanzania has experienced increased number of prospective students seeking to study higher education outside Tanzania. This demand has triggered increased establishment of Overseas Student Recruitment Agencies (OSRAs) to help enroll students in foreign universities. TCU has developed the Principles and Guidelines for Licensing Overseas Student Recruitment Agencies to facilitate the legal requirements that require every agency intending to carry out recruitment of students for studies in overseas universities to be registered by TCU.

Based on this requirement, by June 30, 2022 TCU has licensed and recognised 23 Overseas Student Recruitment Agencies as follows:

S/N	OSRA	LOCATION
1	Big - Hope Study in India Consultancy Limited	Dar es Salaam
2	Cari Vision Study Abroad Universities Ltd	Dar es Salaam
3	DARWIN Education Agency Ltd	Dar es Salaam
4	Education Study Link	Dar es Salaam
5	Edukwanza Consultants Limited	Dar es Salaam
6	Elimu Solutions Tanzania Limited	Dar es Salaam
7	Gelson University Link Limited	Dar es Salaam
8	Global Education Link Ltd	Dar es Salaam
9	Grad Overseas Education Services Limited	Dar es Salaam
10	J.P Group Limited	Dar es Salaam
11	Livjene International	Dar es Salaam
12	LSC Africa	Dar es Salaam
13	Overseas Education Agency	Dar es Salaam
14	Rafiki China Elite Universities	Dar es Salaam
15	S3 Education Limited	Dar es Salaam
16	Sangeni International	Dar es Salaam
17	Skoolsity Limited	Zanzibar
18	TASSAA Ltd	Dar es Salaam
19	Tebeth Mentos Scholarship Information Centre Limited	Dar es Salaam
20	Uni-Edu Link Africa Limited	Dar es Salaam
21	Unisev (T) Ltd	Dar es Salaam
22	Universities Abroad Representative Tanzania Ltd	Dar es Salaam
23	Yuhoma Education Ltd	Mwanza

OSRAs which are not licensed are operating in Tanzania illegally. TCU will not be responsible for any person who has decided to enroll to overseas universities through the OSRAs which are not licensed by TCU.

TANZANIA COMMISSION FOR UNIVERSITIES

In performing its mandates and core functions, the Tanzania Commission for Universities (TCU) is guided by the following vision, mission, motto and core values:

VISION

To become a leading regional higher education regulatory agency supporting systematic growth and excellence of university education in Tanzania.

MISSION

To promote accessible, equitable, harmonised and quality university education systems that produce nationally and globally competitive outputs.

MOTTO

Universities for Prosperity

CORE VALUES

Professionalism

Transparency

Efficiency

Integrity

Tolerance

Equity

Accountability

Commitment

Creativity



*“Quality in higher education
is a comparative phenomenon
which is determined by
meeting requirements set in
the benchmarks agreed upon
among stakeholders”*

Prof. Mayunga Habibu Hemedi Nkunya

1952 - 2021

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P.O. Box 6562 Dar es salaam, Tanzania
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Email: es@tcu.go.tz
Website: www.tcu.go.tz**